DOCUMENT RESUME

ED 289 894	TM 870 659

AUTHOR	McCann, Kaye R.
TITLE	Delaware Educational Assessment Program. 1986 Report to the Legislature.
INSTITUTION	Delaware State Dept. of Public Instruction, Dover.
REPORT NO	PRE-87-9
PUB DATE	Dec 86
NOTE	175p.; For a related document, see TM 870 756.
AVAILABLE FROM	Delaware State Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, Delaware 19903 (microfiche).
PUB TYPE	Reports - General (140) -- Statistical Data (110)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Achievement Tests; Basic Skills; *Educational Assessment; Elementary Secondary Education; Local Norms; Norm Referenced Tests; Scores; State Norms; *State Programs; *Testing Programs; Test Results; Trend Analysis
IDENTIFIERS	Comprehensive Tests of Basic Skills; Delaware; *Delaware Educational Assessment Program

ABSTRACT

Approximately 60,000 Delaware public school students in grades 1 through 8 and in grade 11 were administered a battery of achievement tests as part of the state-funded Delaware Educational Assessment Program (DEAP) in 1986. This was the second administration of the Comprehensive Tests of Basic Skills (CTBS), in reading, language arts, and mathematics, with science and social studies tests administered in grade 11. School and district scores were extensively tabulated and reported. Overall test results were above the national average in all content areas at all grade levels. In all grades, Total Mathematics scores were higher than Total Reading scores, and in all grades for which Total Language scores were available, they were higher than Total Reading scores. Higher average scores were observed in the primary grades. In general, these trends across grades and subtests were the same as those reported in 1984 and 1985 Statewide Test Results Report. (The appendix details component objective data by content area and percentage averages responding correctly to each test item in the category. Data are shown for Delaware regular and special education students combined and for the national sample. A sample Student Test Report is also appended). (RR)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

TM

ED289894

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM
1986 REPORT TO THE LEGISLATURE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R.L. Krueger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

STATE OF DELAWARE
DEPARTMENT OF PUBLIC INSTRUCTION
DOVER, DELAWARE 19901

TM870659

BEST COPY AVAILABLE

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM
1986 REPORT TO THE LEGISLATURE

Report prepared by:

KAYE R. MCCANN, *State Specialist*
Educational Assessment

THE DELAWARE DEPARTMENT OF PUBLIC INSTRUCTION

WILLIAM B. KEENE, *State Superintendent*

JOHN J. RYAN, *Deputy State Superintendent*

JAMES L. SPARTZ, *Assistant State Superintendent*
Administrative Services

WILMER E. WISE, *State Director*
Planning, Research, and Evaluation Division

December 1986

Document No. 95-01/86/11/10
PRE No. 87-9

THE STATE BOARD OF EDUCATION

Charles E. Welch, Wilmington, *President*
Mrs. Elise Grossman, Wilmington, *Vice-President*
Donald E. Cielewich, Wilmington
Richard M. Farmer, New Castle
Kenneth V. Hilton, Newark
Dr. Kent S. Price, Lewes
R. Jefferson Reed, Dover

OFFICERS OF THE DEPARTMENT OF PUBLIC INSTRUCTION

Townsend Building
P. O. Box 1402
Dover, Delaware 19903

William B. Keene, *State Superintendent*
John J. Ryan, *Deputy State Superintendent*
Jack P. Varsalona, *Administrative Assistant*
Sidney B. Collison, *Assistant State Superintendent*
  Instructional Services Branch
James L. Spartz, *Assistant State Superintendent*
  Administrative Services Branch

This publication is available in microfiche from the Bureau of Archives and Records, Hall of Records, P. O. Box 1401, Dover, Delaware 19903, and printed in the U.S.A.

The State of Delaware is an equal opportunity employer and does not discriminate or deny services on the basis of race, color, national origin, sex, handicap, and/or age.

TABLE OF CONTENTS

Page

PREFACE iii

ACKNOWLEDGEMENTS iv

INTRODUCTION v

PART I - DESCRIPTION OF THE TESTING PROGRAM I-1
  Delaware Educational Assessment Program I-2
  What Kind of Test Was Given? I-3
  How Were Tests Administered? I-3
  What Students Are Tested? I-3
  What Students Are Included in the State and District Averages? I-3
  What Content Areas Are Tested? I-4
  What Type of Score is Reported? I-5
  How Can Scores Be Interpreted? I-5
  Why Do We Test? I-5

PART II - STATE LEVEL RESULTS AND ANALYSIS II-1
  State of Delaware Results II-2
    How Well Did We Do in Content Areas in 1986? II-2

PART III - REPORT OF AVERAGES BY SCHOOL AND DISTRICT AND DISTRICT TEST SCORE ANALYSES AND PLANS TO REMEDY WEAKNESSES III-1
  School and District Averages III-2
  Appoquinimink School District III-4
  Brandywine School District III-11
  Caesar Rodney School District III-23
  Cape Henlopen School District III-31
  Capital School District III-38
  Christina School District III-46
  Colonial School District III-57
  Delmar School District III-67
  Indian River School District III-73
  Lake Forest School District III-81
  Laurel School District III-89
  Milford School District III-99
  New Castle Co. Vocational-Technical Sch. Dist III-105
  Red Clay Consolidated School District III-111
  Seaford School District III-123
  Smyrna School District III-130
  Woodbridge School District III-136

LIST OF TABLES

Page

No. 1 Areas Tested in the Delaware Educational Assessment Program.................................. I-4

No. 2 Average Scores for Delaware Students, Regular and Special Education Students Combined.. II-3

APPENDIX A: Objective Data by Content Area..................... IV-1
- No. 3 Percent Correct - Reading......................... IV-2
- No. 4 Percent Correct - Language....................... IV-3
- No. 5 Percent Correct - Mathematics.................... IV-4
- No. 6 Percent Correct - Science......................... IV-5
- No. 7 Percent Correct - Social Studies................. IV-5

APPENDIX B: Sample Copies of Parent Report.................... V-1

PREFACE

I am pleased to present the results of the Spring 1986 Delaware Educational Assessment Program.

The Delaware State Board of Education is committed to providing a quality education for every student enrolled in a Delaware public school. Through the assessment program, information is provided to the districts and schools in Delaware noting how well their students perform in the basic skill areas as well as specific strengths and weaknesses in these areas. Parents receive information about their child's performance compared to other students in the nation, the state and in their local school district.

Through the evaluation of specific strengths and weaknesses, district and school personnel can identify district, school and individual needs. Programs can be developed and plans can be made to make necessary improvements.

Staff members of the Planning, Research and Evaluation Division make available a wide variety of reports on the results of the testing and assist educators and policy makers with understanding their test results.

I would like to thank the district and school personnel for the time and effort they put forth to improve the quality of education here in Delaware. It is through their dedication that the goal of providing a quality education for every student can be achieved.

William B Keene

William B. Keene
State Superintendent
Delaware Department of Public
Instruction

ACKNOWLEDGEMENTS

The success of the Delaware Educational Assessment Program is due to the cooperative efforts of many individuals. Two former Department of Public Instruction staff in the Planning, Research and Evaluation Division with responsibility for the 1986 testing program are Robert A. Bigelow, State Supervisor of Educational Assessment, and Robin R. Taylor, State Specialist of Educational Assessment. Other staff in the Planning, Research, and Evaluation Division sharing in responsibility for the testing program include: Alice L. Valdes, State Supervisor of Educational Planning; Kaye R. McCann, State Specialist of Educational Assessment; and Gail R. Truxon, Secretary. This report was compiled through the combined efforts of the above listed staff members.

Recognition is extended to District Test Coordinators for time and energy devoted to implementing the Delaware Educational Assessment Program effectively and efficiently at the local level. Those who served in this capacity during the 1985-86 administration of the program include:

District Test Coordinators

Howard Gaines, Appoquinimink
Joseph Price, Brandywine
George Benner, Caesar Rodney
Edward Schaefer, Cape Henlopen
Joseph Crossen, Capital
Peter Idstein, Christina
Richard Bulls, Colonial
Margaret Clayton, Delmar
Judith Cullen, Indian River
Arthur Gilbert, Lake Forest
William Long, Laurel
Charles Moses, Milford
Edward Barnett, New Castle Voc-Tech.
William Wallace, Red Clay Consolidated
Stephen Schwartz, Seaford
Wayne Barton, Smyrna
Charles Davis, Woodbridge

Special recognition is extended to all school coordinators and teachers/examiners in each school within the State. Without their extensive involvement and dedication, the Delaware Educational Assessment Program could not be implemented successfully and reliably within our State's schools.

INTRODUCTION

Governor P. S. duPont signed into law HB 845 in 1978 which provided for the implementation of a statewide achievement testing program in Delaware. This legislation helped to shape the Delaware Educational Assessment Program. The provisions of HB 845, 129th General Assembly (14 Delaware Code §122(b) (17)) included:

- Statewide standardized testing in grades one through eight and eleven in the content areas of reading, English and mathematics;
- Calculation of averages at the school, district, and state levels by grade and subject area;
- Analysis of test results by school district staff and the development of a plan to remedy the weaknesses identified;
- Reporting of individual achievement progress to parents.

For the first five years of the program the test battery used was the California Achievement Test, normed in 1977. Comparisons made between Delaware and the nation during this period of time were based on the 1977 norms.

By 1983 it seemed likely that comparisons between current Delaware performance and six-year-old estimates of national performance might not accurately reflect current differences, particularly if improvement in basic skill performance at the national level was similar to that in Delaware.

In the interest of continuing to provide valid comparative information the *Comprehensive Tests of Basic Skills* was administered in the 1985-86 school year. Norms for this test were established in school year 1980-81.

This report provides the information required by state law. The information is provided in three sections which include:

Part I	-	A description of the statewide testing program.
Part II	-	State level averages and analyses.
Part III	-	A listing of the averages by content area and grade level for each school and district, and district plans to remedy identified weaknesses.

PART I

DESCRIPTION OF THE TESTING PROGRAM

* *

This is Part I of a three-part report entitled Delaware Educational Assessment Program 1986 Report to the Legislature

* *

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

The Delaware Educational Assessment Program (DEAP) provides for the annual test administration, scoring and reporting of the statewide test results. It is administered by the Planning, Research, and Evaluation Division of the Department of Public Instruction.

In addition, the assessment program undertakes activities to improve the usefulness of the data and their use in the schools. To this end, the program

- provides training in the use and interpretation of test data in curriculum and instructional improvement;
- supports a mini-grant program to encourage use of test results in instructional improvement;
- supports a computerized system for immediate access to and use of test data for program management and evaluation;
- produces reports for classroom teachers to use in instructional diagnosis by reorganizing student data to match class enrollments at the beginning of the school year.

The program provides many types of computer-generated reports of student test performance for parents, teachers, principals, and for district and state administrators. Reports to parents and teachers provide data for individual students while the remainder provide data for groups of students.

DESCRIPTION OF THE TEST AND TYPE OF SCORE REPORTED

WHAT KIND OF TEST WAS GIVEN?

During the period of April 9-17, 1986, approximately 60,000 Delaware public school students in grades one through eight and eleven were administered a battery of achievement tests as part of the state-funded DEAP. For the second year, the nationally normed, standardized *Comprehensive Tests of Basic Skills* (CTBS), containing from 145 to 380 test items per grade in reading, language arts and mathematics was used. In addition, science and social studies were tested at grade eleven. The test battery was normed in the Fall of 1980 and Spring of 1981 on a representative national sample of over 250,000 students.

HOW WERE TESTS ADMINISTERED?

Delaware students in grades one through three received machine-scorable booklets while those in grades four through eight and eleven received test booklets with separate answer sheets. Student responses were machine scored and analyzed. Computer reports were then generated at the individual pupil, school, district and state level. These reports were returned to Delaware educators before the end of the school year and are available over the summer months for instructional planning.

WHAT STUDENTS ARE TESTED?

The statewide testing program includes all regular and special education students in grades one through eight and eleven with the exception of students in special schools or intensive learning centers. Students excepted are those with severe handicapping conditions such as autism, vision or hearing impairments. Results for this year's test included in this report are average scores for regular and special education students combined.

WHAT STUDENTS ARE INCLUDED IN THE STATE AND DISTRICT AVERAGES?

The averages for Total Reading, Total Language, and Total Mathematics include only those students that took all subtests within that content area. For example, students who received a Total Mathematics score completed both the Mathematics Computation and the Mathematics Concepts and Applications subtests. Students completing only one of the subtests would not be counted in their grade averages. In addition, students included in the Total Test Battery* average are those students who have completed every subtest in Reading, Language and Mathematics.

---

* Since the first grade test does not produce a score for Total Language, there is no score for Total Battery at this grade level.

WHAT CONTENT AREAS ARE TESTED?

The content areas included in the *Comprehensive Tests of Basic Skills* are presented in Table 1. The Reading section of the CTBS includes Reading Vocabulary and Reading Comprehension. In this publication the Word Attack subtest for grades one through three is shown in the Reading section. The Word Attack average is not included in the Total Reading average or in the Total Battery average. The Language section is composed of only Language Expression at grade one and Language Mechanics and Language Expression at all other grade levels. In this publication the Spelling subtest and the Reference Skills subtest are shown in the Language section. They are not included in the Total Language average score. Mathematics Computation and Mathematics Concepts and Applications comprise the Mathematics section of the Comprehensive Tests of Basic Skills: Science and Social Studies are included at the eleventh-grade level only.

TABLE 1
CONTENT AREAS TESTED BY THE
COMPREHENSIVE TESTS OF BASIC SKILLS
SPRING 1986
DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

Content Area	Grades Tested
Reading	
Word Attack	1 - 3
Reading Vocabulary	1 - 8, 11
Reading Comprehension	1 - 8, 11
Language	
Language Expression	1 - 8, 11
Language Mechanics	2 - 8, 11
Spelling	2 - 8, 11
Reference Skills	4 - 8, 11
Mathematics	
Mathematics Computation	1 - 8, 11
Mathematics Concepts and Applications	1 - 8, 11
Science	11
Social Studies	11

WHAT TYPE OF TEST SCORE IS REPORTED?

The score used within this report is called the Normal Curve Equivalent (NCE). The NCE is a standard score scale with a national average of 50 and a range of scores from 1 to 99. This scale was selected because it enables comparisons to be made between different subtests and to the national average for all grades tested.

HOW CAN SCORES BE INTERPRETED?

When reading and interpreting district, state and school averages provided in this report, scores can be put in perspective by comparing the test score to the national average. Average scores higher than 50 are above the national norm.

WHY DO WE TEST?

Annual testing is conducted to provide student performance data useful for:

- identifying curricular and instructional weaknesses;
- placing students in instructional groups or programs;
- diagnosing individual pupil strengths and weaknesses;
- guidance and counseling;
- evaluating programs;
- instructional planning.

PART II

STATE LEVEL RESULTS AND ANALYSIS

* * * * * * * * * * * * * * * * * * * *

This is Part II of a three-part report entitled Delaware Educational Assessment Program 1986 Report to the Legislature

* * * * * * * * * * * * * * * * * * * *

STATE OF DELAWARE RESULTS

HOW WELL DID WE DO IN CONTENT AREAS IN 1986?

The overall performance by Delaware students tested (regular and special education) was found to be above the national average in all content areas at all grade levels tested as shown in Table 2. In all grades, Total Mathematics scores were higher than Total Reading scores. In all grades for which Total Language scores were available, the Total Language scores were higher than Total Reading Scores.

Comparisons across grades. Students in the primary grades obtained higher scores overall than those in upper grades.

Reading. The Reading test consists of Reading Vocabulary and Reading Comprehension subtests. Statewide averages in Reading were above the national average at all grades tested. Total Reading scores were lower than Total Language scores and Total Mathematics scores at all grade levels. The Word Attack subtest is included in the reading section because of its relationship to reading in the instructional setting.

Language Arts. The Language test consists of Language Mechanics and Language Expression subtests. Statewide average Total Language scores were above the national average for all grades tested. Total Language scores were higher than Total Reading scores at all grade levels.

Mathematics. The Mathematics test is comprised of two subtests, Mathematics Computation and Mathematics Concepts and Applications. Statewide average Total Mathematics scores for Delaware students were above the national average for all grades tested. Total Mathematics scores were higher than Total Reading scores at all grade levels.

Science. The Science test was administered in grade eleven only. No subtest scores are available. The average NCE score for Delaware students was 55.4 The national average is 50.0.

Social Studies. The Social Studies test was administered in grade eleven only. No subtest scores are available. The average NCE score for Delaware students was 55.2. The national average is 50.0.

Summary. Average Delaware student performance was above the national average at all grade levels. Overall, performance was higher in Mathematics and Language than in Reading. Higher average scores were found in the primary grades. In general, these trends across grades and subtests are the same as those reported in the 1984 and 1985 Statewide Test Results Report. Component objective data are shown in the Appendix by content area. In the Appendix, entries labeled percent correct, are averages of the percentage of students responding correctly to each of the items testing the category objective. These data are shown for Delaware regular and special education students combined and for the national sample.

TABLE 2
AVERAGE SCORES FOR DELAWARE STUDENTS, 1986
DELAWARE EDUCATIONAL ASSESSMENT PROGRAM
REGULAR AND SPECIAL EDUCATION STUDENTS COMBINED

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Word Attack	54.1	58.1	61.9						
Reading Vocabulary	54.1	57.6	53.4	56.5	54.0	54.2	51.7	51.5	50.0
Reading Comprehension	51.8	56.0	54.9	54.3	51.8	53.8	55.5	54.5	52.9
TOTAL READING	52.6	57.0	55.0	56.0	52.7	54.1	53.7	53.2	52.3
Spelling		61.6	62.0	55.4	54.0	55.7	55.1	56.2	58.6
Language Mechanics		63.6	68.4	58.4	56.8	57.5	54.2	53.4	55.7
Language Expression	56.4	59.0	62.0	57.1	55.4	57.5	58.6	58.3	56.8
TOTAL LANGUAGE		63.2	66.0	57.5	57.4	59.8	55.8	55.5	57.0
Math Computation	52.0	66.6	62.2	59.4	62.2	61.8	59.1	58.1	56.3
Math Concepts and Applications	64.0	62.6	61.7	60.5	57.8	57.7	56.1	53.8	53.6
TOTAL MATH	58.7	68.3	63.0	60.1	61.7	61.6	57.0	56.1	55.3
TOTAL BATTERY		62.2	63.3	57.6	56.1	59.0	55.3	54.3	55.7
Reference Skills				54.9	55.3	57.2	55.6	56.8	50.5
Science									55.4
Social Studies									55.2

NOTE: Score reported is the Normal Curve Equivalent. The national average is 50.0.

PART III
REPORT OF AVERAGES BY SCHOOL AND DISTRICT AND DISTRICT TEST SCORE ANALYSES AND PLANS TO REMEDY WEAKNESSES

* * * * * * * * * * * * * * * * * * * *

This is Part III of a three-part report entitled Delaware Educational Assessment Program 1986 Report to the Legislature

* * * * * * * * * * * * * * * * * * * *

SCHOOL AND DISTRICT AVERAGES

Part III of this report provides a compilation of the average scores for every grade tested in each school building and district. District averages shown for the major content areas of reading, spelling, language arts and mathematics are preceding individual school scores in the same content areas.

School or district averages can be compared to the national NCE average of 50. School and district averages can also be compared to the State of Delaware averages found in Part II of this report. The reader is cautioned that small differences; i.e., one or two points between two scores, may not be educationally meaningful or important.

The averages listed can be used by educators to identify areas where student achievement is above the national average. These can be considered areas of curricular or program strength. Also, areas can be highlighted where further data analysis is necessary in order to pinpoint weaknesses. If weaknesses are identified, educators can apply available resources to alleviate problems through systematic efforts to improve educational programs. This can be accomplished through the coordinated efforts of Department of Public Instruction and local school district staff.

As part of the assessment program, districts are provided with several different reports on student performance that enable them to do essential diagnostic work. Parents are provided with a two-page report on individual student progress (see Appendix B, Page V-2, for a sample parent report). Schools receive a wide variety of test reports as part of the statewide assessment program. These reports show average scores for each grade, performance on curriculum objectives within subtest areas and right responses for individuals in each classroom. The test results can be used to detect curriculum weaknesses for group or individual remediation. The Department of Public Instruction encourages school and district educators to use test data in conjunction with other information to aid in decision-making relating to day-to-day instruction, remediation, diagnosis, placement and selection for special programs.

Following each set of school and district average scores is an analysis of the test data and plans to remedy identified curriculum weaknesses. This information was prepared by school district staff. To help school districts develop their section of this report, Department of Public Instruction staff provided school districts with guidelines for analyzing test results in a systematic and objective manner.

Because the test scores of many districts are above the national average, weaknesses noted by them may represent weaknesses only for certain subtest areas, or weaknesses in relation to other subject areas. However, the Department of Public Instruction has urged districts to look at school scores to identify opportunities for local educational improvement.

The districts' plans are presented in alphabetical order by school district according to the following format:

Section I - District and School Scores

Section II - Analysis of Test Results

Section III - Evaluation of Last Year's Priorities

Section IV - District Priority Statement for 1986-87

Section V - Plan to Remedy Weaknesses

A staff member of the Planning, Research, and Evaluation Division works with each district to provide needed services to each district to interpret and utilize test results and to conduct workshops.

APPOQUINIMINK SCHOOL DISTRICT

DISTRICT APPOQUINIMINK

STUDENTS: Regular and Special Education Combined

Grades

Content Areas	1	2	3	4	5	6	7	8	11
Reading	55.4	55.9	53.0	58.7	54.8	55.4	53.4	53.7	49.7
Language		62.0	64.8	60.6	59.7	56.0	54.6	51.8	54.8
Mathematics	57.9	68.4	61.6	62.2	63.0	60.0	57.8	53.8	51.4
Total Battery		61.0	61.3	60.7	58.0	57.5	54.4	52.0	52.6
Science									48.5
Social Studies									51.5

SCHOOL Middletown High

Grades

Content Areas	1	2	3	4	5	6	7	8	11
Reading									49.7
Language									54.8
Mathematics									51.4
Total Battery									52.6
Science									48.5
Social Studies									51.5

SCHOOL Redding Middle

Grades

Content Areas	1	2	3	4	5	6	7	8	11
Reading						55.4	53.4	53.7	
Language						56.0	54.6	51.8	
Mathematics						60.0	57.8	53.8	
Total Battery						57.5	54.4	52.0	
Science									
Social Studies									

SCHOOL Silver Lake Elementary

Grades

Content Areas	1	2	3	4	5	6	7	8	11
Reading	55.3	55.9	51.4	56.2	55.0				
Language		62.1	63.4	59.4	60.7				
Mathematics	60.2	69.7	61.1	60.9	64.1				
Total Battery		61.3	60.0	59.0	58.7				
Science									
Social Studies									

DISTRICT Appoquinimink SCHOOL Townsend Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	55.5	56.0	56.0	63.1	54.5				
Language		61.8	67.5	62.7	58.1				
Mathematics	53.5	66.1	62.6	64.6	61.5				
Total Battery		60.3	63.8	63.7	56.9				
Science									
Social Studies									

SCHOOL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1986

School District *Appoquinimink School District*

District Superintendent Ronald Mersky
(Signature)

Date October 31, 1986

I. Analysis of Test Results

The spring 1986 administration of the Comprehensive Test of Basic Skills in the Appoquinimink School District provides crucial information to the District about its curriculum in the basic skills.

Examination of the Norm referenced results indicates that when compared with the National Norms, students in Appoquinimink did well. The scores on the Battery Total at each grade level were above the 50 Normal Curve Equivalent.

The strongest showing of the District students was in the elementary grades, particularly in grades 2-4.

The weaknesses noted in last year's report in Grades 9, 10, and 11, in Reading Vocabulary, and Reading Comprehension are less severe this year except in Grade 10. Last year's 10th graders scored at the 50 th NCE except in Reading Vocabulary (47.3) and Total Reading (49.7).

As was suggested in last year's report, the children who have completed the "full treatment" of competency based education, are moving upward. As this "bubble" rises, so do the District's CTBS scores in the higher grades.

II. Evaluation of Last Year's Priorities

A. Restatement of priority statements for 1985-86.

The Appoquinimink School District will continue to use data obtained from the Delaware Assessment Program to improve educational programs and to increase the level of performance on the CTBS and other standardized tests.

B. Compare the 1985-86 priorities with 1986 results.

The aim to raise scores in all areas was met in grades 1-8, where the ASD norms are respectable. In tracking the scores of students from grade to grade, we note a heartening trend upward. We need to reinforce basic skills instruction given in the elementary and middle schools in the high school curriculum.

III. District Priority Statement

A. Describe your district's educational priorities.

The Appoquinimink School District aims to provide a sound basic education for all of its students. The Delaware Assessment Program will assist us in this endeavor by providing us with information about the success of our curricular efforts. Data provided by the DEP will be used formatively to improve our program.

B. State the over-riding critical need(s) and specific target groups involved.

Our critical need is to provide all students with an coherent curriculum that leads them from basic skill to the higher levels of thinking. It is important that students master the basic skills so that they do well on standardized tests, but they must also be able to use those skills to make themselves more productive (in the broadest sense of the word) in their lives.

C. Explain why these are priorities.

The District is in the process of developing syllabi in all curricular areas, K-12. This development needs to reflect the best data we can gather. The CTBS Right Response Report will, in addition, provide teachers with excellent data for making important instructional decisions.

D. State some of the other reasons for choosing this as a priority.

Our aim as a district is to provide the best possible education for the young people of the area.

IV. Plan to Remedy Weaknesses

A. Identify your long-range goals and short term objectives for FY 1987.

Our long range goal is to implement a comprehensive and well-articulated curriculum accross all grade levels and subject areas.

B. Outline activities that have been designed to help meet your goals and objectives.

1. The regular cycle of curriculum review is in place. This year the District is examining Language Arts, for example.
2. At each level, syllabi and course manuals are being developed to guide the teachers in their instruction.
3. Teacher Support Groups have been instituted in each building to help teachers improve the delivery of instruction.

C. Outline major programs that are already implemented and state their impact on alleviating critical educational needs.

Our special education program services children with special educational problems. In addition, at both elementary schools, children with identified needs in reading and math have an opportunity for specific remediation.

D. Indicate how this particular plan relates to other long range educational improvement in your district.

The District integrates CTBS results into the curriculum review/improvement process.

E. Indicate the assistance that is needed from the Delaware Department of Public Instruction.

The Department of Public instruction can continue with its support of District personnel in improving instruction. The new Professional Development Division is providing assistance with improving delivery of curriculum.

Appoquinimink School District
CTBS Results
April 1986

	1	2	3	4	5	6	7	8	9	10	11	
Word Attack	++	++	+++									
Read Vocab.	++	++	+	++	++	++	+	+	+	-	-	
Read Comp.	+	+	+	++	+	++	++	++	+	- -	+	
Read Total	++	++	+	++	+	++	+	+	+	-	-	
Spell		+++	+++	+++	++	+	++	++	++	+	+	
Lang Mech.		+++	++++	+++	++	+	+	-	+	+	+	
Lang Expr.	++	++	+++	+++	++	+	++	++	++	+	+	
Lang Total		+++	+++	+++	++	++	+	+	++	+	+	
Math Compu	+	++++	+++	+++	+++	++	+++	++	+	-	+	
Math C&A	+++	+++	+++	+++	+++	++	++	+	+	-	+	
Math Total	++	++++	+++	+++	+++	++	++	+	+	+	+	
Batt Total		+++	+++	+++	++	++	+	+	+	+	+	
Ref Skills				++	++	++	+	++	+	-	-	
Science									+	+	-	
Social St.									+	+	+	

Key

+++	Indicates Strength
---	Indicates Weakness

BRANDYWINE SCHOOL DISTRICT

DISTRICT BRANDYWINE

STUDENTS: Regular and Special Education Combined

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	56.9	60.2	58.0	58.9	55.2	57.9	55.4	55.2	59.3
Language		65.1	67.4	60.4	59.2	62.1	56.0	57.3	61.9
Mathematics	63.3	69.6	66.7	62.8	64.7	63.9	59.2	57.6	60.3
Total Battery		64.7	66.6	60.8	58.9	62.6	56.6	56.4	62.3
Science									60.9
Social Studies									60.6

SCHOOL Brandywine High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									64.7
Language									65.8
Mathematics									64.2
Total Battery									66.5
Science									65.4
Social Studies									64.4

SCHOOL Claymont High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									51.9
Language									56.8
Mathematics									51.9
Total Battery									55.7
Science									52.8
Social Studies									55.7

SCHOOL Concord High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									58.8
Language									60.7
Mathematics									60.5
Total Battery									61.8
Science									60.5
Social Studies									60.7

DISTRICT Brandywine

SCHOOL Mount Pleasant High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									56.9
Language									61.0
Mathematics									59.5
Total Battery									60.8
Science									59.7
Social Studies									57.2

SCHOOL Marguerite H. Burnette Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading						47.8	46.3	48.1	
Language						53.4	46.7	51.2	
Mathematics						50.4	51.6	48.8	
Total Battery						51.1	46.8	49.3	
Science									
Social Studies									

SCHOOL Hanby Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							58.5	59.8	
Language							60.0	61.3	
Mathematics							64.1	63.6	
Total Battery							60.7	60.9	
Science									
Social Studies									

SCHOOL Talley Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							57.3	53.2	
Language							56.9	55.4	
Mathematics							57.9	54.6	
Total Battery							57.2	54.1	
Science									
Social Studies									

DISTRICT Brandywine

SCHOOL Brandywood Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	58.4	63.8	59.3						
Language		67.9	65.8						
Mathematics	65.5	72.4	73.2						
Total Battery		68.5	69.7						
Science									
Social Studies									

SCHOOL Carrcroft Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	53.4	57.4	58.4						
Language		61.4	69.1						
Mathematics	59.7	68.6	68.0						
Total Battery		61.7	68.3						
Science									
Social Studies									

SCHOOL Darley Road Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	61.3	59.1	57.4	53.8	50.8				
Language		66.3	69.2	55.6	52.3				
Mathematics	64.6	67.2	68.3	60.1	61.2				
Total Battery		64.0	67.0	56.0	53.3				
Science									
Social Studies									

SCHOOL Pierre S. duPont Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading				60.7	56.5	59.6			
Language				62.6	61.9	63.8			
Mathematics				63.8	65.9	64.2			
Total Battery				62.6	60.7	64.1			
Science									
Social Studies									

DISTRICT Brandywine

SCHOOL Forwood Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	60.5	59.2	57.8						
Language		67.4	65.2						
Mathematics	63.4	67.8	60.5						
Total Battery		64.3	63.5						
Science									
Social Studies									

SCHOOL David W. Harlan Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading				60.9	56.4	60.5			
Language				59.7	59.1	63.9			
Mathematics				64.3	64.9	70.1			
Total Battery				62.0	59.6	66.0			
Science									
Social Studies									

SCHOOL Lancashire Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	59.5	64.4	59.3						
Language		69.4	65.1						
Mathematics	62.3	73.8	63.5						
Total Battery		69.3	64.6						
Science									
Social Studies									

SCHOOL Lombardy Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	58.9	64.2	60.6						
Language		67.5	70.3						
Mathematics	66.1	73.0	70.9						
Total Battery		68.4	70.1						
Science									
Social Studies									

DISTRICT Brandywine SCHOOL Maple Lane Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	48.1	49.3	51.7	51.8	49.4				
Language		53.3	68.3	57.9	54.2				
Mathematics	62.2	60.0	63.1	57.3	62.6				
Total Battery		52.5	62.5	55.3	53.5				
Science									
Social Studies									

SCHOOL ____________________

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL ____________________

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL ____________________

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1986

School District BRANDYWINE

District Superintendent Frank J. Furgele
(Signature)

10-22-86
Date

34

I. Analysis of Test Results

Mean Normal Curve Equivalent scores were used throughout the analysis the district made of the 1986 Comprehensive Tests of Basic Skills. Combined student scores (regular and special education) were used. In making test results comparisons, a difference of two +/- NCE points were considered to be a meaningful difference.

Strengths

1. District scores in Reading, Language, Math and Total Battery were above the state mean at all grade levels tested.
2. District scores at grade 11 continue to rank first in the state in all areas tested.
3. Significant gains over 1985 results were recorded at grade 3 in all areas and at grades 5 and 6 in Math.
4. Longitudinal studies over the past two years reveal significant gains in Reading at grade 4, in Language at grade 6 and in Math at grades 2 and 6.
5. Total Battery scores over the past three years have on the average held at a high level.

Weaknesses

1. Significant losses from 1985 results were recorded at grades 1, 2, 5 and 8 in Reading.
2. Significant losses from 1985 results were recorded at grades 2, 7 and 8 in Language.
3. Significant losses from 1985 results were recorded at grade 11 in Math.
4. Nine (out of 16) schools had a grade(s) which scored below the state mean in one or more of the tested areas.
5. Longitudinal studies over the past two years reveal a significant decline in performance in grades 5 and 7 in Reading, Language, and Total Battery and in grade 3 in Reading.

II. Evaluation of Last Years Accomplishments (1985-86)

The following instructional objectives were identified by the staff of the Brandywine School District 1985-86.

1. Review the results of CTBS and modify curriculum content as needed.

State, district and school scores were reviewed by the assistant superintendent, the director of special services, and the directors of the elementary, secondary and instructional divisions. Strengths and weaknesses were identified prior to scheduling a special meeting with all building principals. The results were shared at this meeting. Principals were asked to review the results with their staff members and to submit a plan to their division directors to improve student performance where needed.

2. Review mathematics textbooks, K-8, and develop a three year plan to phase in new materials.

A textbook review committee was appointed by the supervisor of mathematics to review program objectives, the curriculum and to make recommendations to the administration regarding the selection of appropriate texts. The Holt series was chosen and implemented.

3. Monitor instructional program in language arts and reading using the McDougal, Littell and Houghton Mifflin materials.

The supervisor of language arts worked closely with building principals, grade level or department chairpersons to monitor the implementation of the McDougal, Littell and Houghton Mifflin materials. Surveys were conducted and analyses completed to assess the changes which occurred. Test results were reviewed with the intent of observing student performance for several years as they use these materials.

4. Implement an Elementary Guidance Program, grades 4-6.

Four guidance counselors were hired by the district to work with students, staff and parents. It is the specific focus of these specialists to identify students who have learning problems, to make recommendations to help them, to counsel them and to communicate to staff and parents, their special needs. The purpose of their addition to staff is to prevent learning problems and to improve student performance at the earliest possible time.

5. Implement a pilot program in substance abuse at grade 4 in two target schools.

The nationally recognized drug education program, Here's Looking At You, Two, was piloted in grade four at Maple Lane and Harlan Elementary Schools. Teacher inservice training was provided, materials and films purchased and parents informed of the purpose of the program. Monitoring and evaluation occurred prior to expanding the program to additional grade levels.

6. Implement the District's Homework Guidelines.

Having developed guidelines for homework in the district, all staff was informed of the purpose of guidelines and were requested to adhere to the intent of the document. A committee composed of administrators, teachers, supervisors, parents and students provided input for the content. Dr. William McCormick of D.P.I., served as a consultant in the developmental phase.

Additional Areas of Emphasis

A. Implement a self-contained academically gifted program in all intermediate grades

After careful study and monitoring by district staff and input from teachers in the academically gifted program, a self-contained program was implemented in grades 4, 5 and 6 housed at P.S. duPont and Harlan Elementary Schools.

B. Implement the second phase of a three-year cycle in the development of social studies and science units for elementary grades.

After reviewing the goals and objectives in the curriculum guides for both elementary social studies and science, compatible texts were chosen for each discipline by review committees. Phase II began with the writing of specific teaching units, several at each grade level, to achieve the goals and objectives and to use newly purchased materials.

C. Implement a program using new maps and globes in grades K-6.

One of the critical needs identified by the elementary social studies committee was more in depth instruction for students in geography - specifically map and globe skills. The committee met with publishers to review the latest items on the market and make recommendations for purchase. The purchases were made and are being used in the classroom.

D. Review the content of staff development activities.

A survey was conducted of all staff asking for their reaction to the district's Personalized Inservice Program. The responses were excellent with a rating of 4.9 on a scale of 1-5, five being high. Many suggestions were made regarding what should be offered in the future. These suggestions were incorporated in the planning for next year, to the extent possible.

E. Identify selected training activities which are especially appropriate for administrative staff.

A number of staff development activities were identified and pursued by the administrative staff. Some topics which were explored were: Multi-Cultura Education and Resources, Preventive Discipline, Improving Classroom Observatio Skills and Team Building Techniques. Orientation was begun regarding the Delaware Educational Improvement Model.

F. Monitor the Exploratory Skills Program being implemented in the secondary schools.

The Exploratory Skills Program was implemented in three of the four senior high schools. The intent of the program is to assist students who are considered at risk, in grades 9-11, preparing them for a senior coop placement. This program is one additional way of reducing the drop out rate in the district.

III. District Priority Statements 1986-87

The following instructional objectives have been identified by the staff of the Brandywine School District. Each has been approved and disseminated to all administrative and instructional personnel.

1. Implement and monitor Holt Mathematics Program, K-8.

The adoption of this series, along with teacher inservice is intended to meet instructional needs as identified by the curriculum committee.

2. Expand the preventative substance abuse program to all fourth grades, and to fifth grades in the pilot schools.

After piloting Here's Looking At You, Two, in the fourth grades and evaluating the process, staff, student and parent reaction, the decision has been made to expand the program and to extend the program to grade 5 (Here's Looking At You, 2000).

3. Implement Delaware Educational Improvement Model.

A major committment has been made to provide thorough and complete training in the Delaware Educational Improvement Model for all appropriate staff.

4. Continue to review the results of CTBS and modify curriculum as needed.

The district will continue to use the review process as described in Section II, Item 1.

5. Monitor instructional program with continued emphasis on new staff and on specific individual staff needs.

The instructional services division will continue to provide orientation for new staff which includes curriculum, teaching resources and all elements of the Model. The Personalized Inservice Program will continue to be offered to provide options and choices for individual staff needs.

Critical Needs

Critical needs in the district are underscored by the five priority statements - improved math instruction
emphasis on prevention of drug abuse
training of all staff in the Delaware Educational Improvement Model
monitoring of test results and programs to improve student performance, ie., special education as well as gifted education, and to adjust program, or adopt program to prevent drop outs.

Rationale

It is the philosophy of the district to provide an instructional program to meet the needs of all students. In order to achieve this stated goal, program content and student progress are monitored carefully. Preventive measures are initiated in terms of drug abuse, counseling, developing potential and improving attendance. A strong classroom observation program is encouraged to improve instruction and classroom management. An aggressive teacher recruitment program is persued to match program and student needs with staff strengths as they are hired.

IV. Plan to Remedy Weaknesses

The District Priority Statement identified in Section III does indeed describe the areas which the district will attempt to strengthen. The statement of the priorities with the accompanying explanations is the plan which will be followed in 1986-87.

As always, staff members from the Department of Public Instruction will be asked to assist the district in the individual disciplines, test interpretation, staff development, The Model, and other areas as they relate to priorities.

CAESAR RODNEY SCHOOL DISTRICT

DISTRICT CAESAR RODNEY

STUDENTS: Regular and Special Education Combined

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	51.3	56.8	54.6	57.9	53.9	54.7	55.4	54.6	54.5
Language		63.8	64.2	59.8	59.4	61.3	56.2	55.5	57.3
Mathematics	58.2	68.7	63.4	61.1	64.7	63.5	59.6	61.4	58.6
Total Battery		62.3	62.4	59.4	57.7	60.0	56.4	55.7	57.2
Science									60.3
Social Studies									58.8

SCHOOL Caesar Rodney High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									54.5
Language									57.3
Mathematics									58.6
Total Battery									57.2
Science									60.3
Social Studies									58.8

SCHOOL Caesar Rodney Junior High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading							55.4	55.0	
Language							56.3	56.1	
Mathematics							59.6	61.5	
Total Battery							56.5	56.2	
Science									
Social Studies									

SCHOOL Dover AFB Junior High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading							55.5	52.3	
Language							56.0	52.3	
Mathematics							60.0	60.4	
Total Battery							56.2	53.1	
Science									
Social Studies									

DISTRICT Caesar Rodney SCHOOL General Henry H. Arnold Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	53.0	59.9	57.6						
Language		72.0	63.8						
Mathematics	59.8	73.4	64.3						
Total Battery		67.5	64.0						
Science									
Social Studies									

SCHOOL W. Reily Brown Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	58.1	62.0	58.2	64.8	57.4	55.9			
Language		72.2	67.9	64.8	61.7	59.5			
Mathematics	64.1	70.0	68.9	66.7	69.5	64.4			
Total Battery		67.8	67.2	65.7	61.3	59.8			
Science									
Social Studies									

SCHOOL Allen Frear Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	47.6	53.9	51.7	57.1					
Language		60.7	62.4	58.0					
Mathematics	53.8	64.1	61.6	63.8					
Total Battery		58.5	59.9	58.9					
Science									
Social Studies									

SCHOOL J. Ralph McIlvaine Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	50.5	57.9							
Language		64.0							
Mathematics	63.7	72.6							
Total Battery		64.7							
Science									
Social Studies									

DISTRICT Caesar Rodney

SCHOOL W.B. Simpson Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading				57.6	53.9	52.8			
Language				58.7	59.6	62.3			
Mathematics				57.6	64.5	61.2			
Total Battery				58.2	57.6	59.0			
Science									
Social Studies									

SCHOOL Star Hill Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading					53.0	55.5			
Language					57.2	60.4			
Mathematics					62.7	67.0			
Total Battery					56.1	60.8			
Science									
Social Studies									

SCHOOL Nellie Hughes Stokes Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	50.9	55.0	54.7						
Language		60.5	63.2						
Mathematics	57.0	67.4	62.4						
Total Battery		60.1	61.6						
Science									
Social Studies									

SCHOOL Major George S. Welch Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	52.1	57.2	55.8	56.0	53.4	55.1			
Language		62.5	67.3	60.9	61.8	62.3			
Mathematics	56.8	69.9	64.3	59.1	65.5	60.4			
Total Battery		62.0	64.5	58.5	58.5	60.1			
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1986

School District CAESAR RODNEY

Superintendent: F. Niel Postlethwait

Date: September 12, 1986

I. Analysis of Test Results

Caesar Rodney Students reflect a "Strong Strength" in 101 of the 107 areas indicated below when using a combination of mean and median NCE scores, as well as quartile distributions. Said findings are based on a comparison of Caesar Rodney regular students and the national norm group.

	1	2	3	4	5	6	7	8	11
Word Attack	++	++	++	///	///	///	///	///	///
Reading Vocabulary	++	++	++	++	++	+	+	+	+
Reading Comprehension	++	++	++	++	++	++	++	++	++
Reading Total	++	++	++	++	++	++	++	++	++
Spelling	///	++	++	++	++	++	++	++	++
Language Mechanics	///	++	++	++	++	++	+	+	++
Language Expression	++	++	++	++	++	++	++	++	++
Total Language	///	++	++	++	++	++	++	++	++
Math Computation	++	++	++	++	++	++	++	++	++
Math Concepts	++	++	++	++	++	++	++	++	++
Total Math	++	++	++	++	++	++	++	++	++
Total Battery	++	++	++	++	++	++	++	++	++
Reference Skills	///	///	///	++	++	++	++	++	++
Science	///	///	///	///	///	///	///	///	++
Social Studies	///	///	///	///	///	///	///	///	++

++	Indicates a Strong Strength
+	Indicates a Strength
-	Indicates a Weakness
--	Indicates a Strong Weakness
///	Indicates no Test Given

II. Evaluation of Last Year's Accomplishments

The District's priority statements for the 1985-86 academic year are restated below in italics. A comparison of those statements with actual results is indicated.

1. Maintain current high level of student achievement in grades four through eight and eleven.

The first priority was met when 23 of the 26 subtests for grades four through eight and eleven were above the State mean.

2. We will take a look at the identified causes of low subtest scores in grades one to three inclusive and modify instruction accordingly, provided such modification does not conflict with District-adopted curriculum.

Seven of the ten subtests in grades one to three inclusive are still below the State mean. After reviewing this area for the third consecutive year, it is felt that deviation from our curriculum to emphasize areas tested would not be expedient. This conclusion is reinforced by the fact that progressive achievement culminates in the best scores in the State once the students reach grade six.

3. An effort to maintain or improve test scores on a longitudinal basis will continue.

Longitudinal comparisons of 1985 and 1986 total battery results at each individual school by grade level indicate a gain in six of fourteen possible locations. While said gain was disappointing, Caesar Rodney's total battery results for every grade from four to eight and eleven were in the top quartile when compared with other districts. Using above average test scores as a bench mark may account for the limited gain.

III. District Priority Statements

1. Maintain current high level of student achievement in grades four through eight and eleven.

2. An effort to maintain or improve test scores on a longitudinal basis will continue.

3. Emphasize language mechanics -- particularly at grades seven and eight.

IV. Plan to Remedy Weaknesses

1. While improvement is always a priority, Caesar Rodney has historically maintained a high rank relative to DEAP scores. In order to maintain that superiority, it is of paramount importance that we recognize the contributions made by teachers, students, parents, and the community in general. The pride generated from recognition of a job well done can be a determinant of future success.

2. In order to improve test scores on a longitudinal basis, it is imperative that the individual student recognize his/her area of strengths and weaknesses and make a concerted effort to improve the latter area. Toward that end, every student in grades three to eight and eleven will be counseled relative to his prior test scores by the principal of the school. It is hypothesized that such personalization will attach a greater importance to the scores and thus establish a positive longitudinal effort -- particularly from grade eight to grade eleven.

3. Language mechanics will be strengthened through the introduction and use of District-adopted "Writing Standards". Said Standards and a plan for their implementation were developed by selected staff members during the 1985-86 school year. Each staff member, regardless of subject matter taught, has received instructions relative to implementation of the Standards.

CAPE HENLOPEN SCHOOL DISTRICT

DISTRICT CAPE HENLOPEN

STUDENTS: Regular and Special Education Combined

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	55.9	61.3	57.4	60.8	56.5	57.0	54.2	55.8	52.3
Language		69.1	68.5	64.2	60.4	61.8	56.9	58.5	59.9
Mathematics	60.2	75.3	67.8	69.0	66.7	66.7	57.4	56.5	54.6
Total Battery		68.6	67.2	64.5	60.0	62.2	55.8	56.5	56.7
Science									55.1
Social Studies									55.2

SCHOOL Cape Henlopen High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									52.3
Language									59.9
Mathematics									54.9
Total Battery									56.7
Science									55.1
Social Studies									55.2

SCHOOL Lewes Junior High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading							57.3	59.0	
Language							60.3	61.8	
Mathematics							61.8	59.2	
Total Battery							59.4	59.9	
Science									
Social Studies									

SCHOOL Milton Junior High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading							49.9	51.5	
Language							50.9	54.1	
Mathematics							52.4	53.1	
Total Battery							50.3	52.0	
Science									
Social Studies									

DISTRICT Cape Henlopen SCHOOL Rehoboth Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							56.9	54.8	
Language							63.7	57.7	
Mathematics							58.1	55.3	
Total Battery							60.3	55.5	
Science									
Social Studies									

SCHOOL Milton Federal Street Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading					53.1	52.9			
Language					56.0	57.3			
Mathematics					63.5	64.9			
Total Battery					55.9	57.8			
Science									
Social Studies									

SCHOOL H.O. Brittingham Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	54.3	58.3	53.7	57.8					
Language		62.6	62.0	60.6					
Mathematics	57.1	71.0	63.1	67.8					
Total Battery		63.0	61.3	61.3					
Science									
Social Studies									

SCHOOL Rehoboth Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	57.9	58.2	52.1	62.2	56.2	48.4			
Language		67.2	64.0	70.4	63.6	55.8			
Mathematics	57.9	77.1	57.5	77.5	68.5	59.8			
Total Battery		67.6	59.0	69.2	61.6	53.5			
Science									
Social Studies									

DISTRICT Cape Henlopen SCHOOL Savannah Road Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	56.3	65.0							
Language		75.5							
Mathematics	63.0	78.3							
Total Battery		73.9							
Science									
Social Studies									

SCHOOL Richard A. Sheilds Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading			62.3	62.5	59.4	62.9			
Language			74.8	64.7	62.6	66.9			
Mathematics			75.3	66.9	68.5	70.3			
Total Battery			74.8	65.2	62.6	68.2			
Science									
Social Studies									

SCHOOL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1986

School District Cape Henlopen

District Superintendent James L. Wilson
(Signature)

10/30/86
Date

52

ANALYSIS OF TEST RESULTS

Analysis of the Delaware Educational Assessment Program's (DEAP) Comprehensive Test of Basic Skills (CTBS) 1986 results revealed that Cape Henlopen's Normal Curve Equivalent (NCE) scores for regular and special education students combined continue to lead the state. Cape Henlopen students surpassed the **state average total battery score at every grade level, a significant testing accomplishment matched by only one other Delaware school district. Averaging the total battery scores for grades 1-8 and 11, Cape Henlopen students had the highest average NCE score in the state (61.4) for the third consecutive year.** In particular, Cape Henlopen district students scored as follows:

Reading

Every grade level either exceeded or equaled the state average. Among the other districts in the state, Cape Henlopen students ranked first in grades 2, 4, 5, and 8; second in grade 3; third in grades 1 and 6. Every grade level exceeded the national average by at least 2 NCE points to as many as 11 NCE points.

Language

Every grade level exceeded the state average by at least 1 NCE point to as many as 7 NCE points. Among the other districts in the state, Cape Henlopen students ranked first in grades 1, 4, and 8; second in grades 3 and 5; and fourth in grades 7 and 11. Every grade level exceeded the national average by at least 7 NCE points to as many as 19 NCE points.

Mathematics

Every grade level except 1 (11th) exceeded the state average by at least 1 NCE point to as many as 9 NCE points. Cape Henlopen students ranked first in grades 3, 4, and 5; second in grade 1; and third in grade 6. Every grade level exceeded the national average by at least 5 NCE points to as many as 15 NCE points.

Total Battery

Every grade level surpassed the state average by at least 1 NCE point to as many as 7 NCE points. Among the other districts in the state, Cape Henlopen ranked first in grades 2, 3, and 4; second in grades 5 and 8; and third in grade 6. Every grade level exceeded the national average by at least 6 NCE points to as many as 19 NCE points.

EVALUATION OF LAST YEAR'S PRIORITIES

Our district priority last year was to "have 75 percent of our students scoring in the top 2 quartiles of the national distribution." This ambitious goal was achieved at three grade levels (1, 3, and 4), and nearly at grades 6 (72 percent), and 11 (71 percent). On average, district students scored at 73 percent above the national median.

DISTRICT PRIORITY STATEMENT (1986-87 School Year)

Our district goal as developed in conjunction with the Cape Henlopen Board of Education is to maintain our high student achievement on standardized tests. Our specific priority, as it relates to the Comprehensive Test of Basic Skills, is to maintain student achievement in all grades above the state average.

PLAN TO ACHIEVE PRIORITY OBJECTIVE

Over the past several years we have stressed both curriculum improvement and alignment. These efforts will continue for the next several years. In particular, we look to the following to help us achieve our district instructional goals:

- Continue with our district five-year curriculum plan.
- Each school will utilize reorganized class lists to better identify students needing remediation.
- Implementing junior and senior high department chairpersons who will examine specific test weaknesses and design specific improvements.
- Continue to focus teacher attention at faculty and inservice meetings to raise expectation levels for all students.
- Continue district emphasis on the school effectiveness model tied in with individual school improvement plans.
- Add additional basic skills teachers to service more students.
- Implement a study skills program at the 7 and 8 levels in language, mathematics, science, and social studies.
- Emphasize reteaching strategies for students with identified basic skills needs.
- Continue with summer teacher workshops in study skills and reading.
- Continue to refine the Direct Instruction approach to reading, language, and mathematics in our special education and basic skills programs.

In summary, after reviewing the normed referenced analysis of the CTBS, it is our view that the Cape Henlopen School District has no global areas of weakness as a whole. On the building level individual schools will be monitored on a school-by-school basis, identifying specific student learning deficiencies which, in the principal's and teachers' view, need remediation. We feel the strategies we have implemented over the last several years have been correct, and we seek to constantly improve our process.

GDW:jp
10/30/86

CAPITAL SCHOOL DISTRICT

DISTRICT CAPITAL

STUDENTS: Regular and Special Education Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	50.8	50.7	51.4	54.2	50.7	52.4	53.9	52.9	55.3
Language		56.5	62.5	55.0	53.4	58.5	55.9	53.7	59.1
Mathematics	53.8	58.1	59.7	58.2	57.2	58.9	54.9	55.3	60.3
Total Battery		53.9	59.3	55.5	52.4	57.3	54.8	53.4	58.7
Science									58.3
Social Studies									56.9

SCHOOL Dover High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									55.3
Language									59.1
Mathematics									60.3
Total Battery									58.7
Science									58.3
Social Studies									56.9

SCHOOL Central Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							53.9	52.9	
Language							55.9	53.7	
Mathematics							54.9	55.3	
Total Battery							54.8	53.4	
Science									
Social Studies									

SCHOOL William Henry Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading					50.7	52.4			
Language					53.4	58.5			
Mathematics					57.2	58.9			
Total Battery					52.4	57.3			
Science									
Social Studies									

DISTRICT Capital SCHOOL East Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	50.1	48.4	51.5	51.2					
Language		55.4	61.2	52.2					
Mathematics	50.0	58.2	58.1	55.4					
Total Battery		52.2	57.6	52.3					
Science									
Social Studies									

SCHOOL Fairview Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	45.0	48.0	49.5	57.0					
Language		55.0	61.5	54.4					
Mathematics	47.5	54.6	58.4	59.5					
Total Battery		51.4	58.1	57.1					
Science									
Social Studies									

SCHOOL Hartly Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	57.7	62.2	57.5	56.1					
Language		69.0	64.1	58.7					
Mathematics	63.8	73.7	66.6	62.0					
Total Battery		68.5	64.7	58.2					
Science									
Social Studies									

SCHOOL South Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	50.7	48.7	51.5	54.1					
Language		50.7	65.3	59.4					
Mathematics	54.8	50.0	59.6	61.6					
Total Battery		48.1	60.5	57.4					
Science									
Social Studies									

DISTRICT Capital

SCHOOL Towne Point Elementary

Grades

Content Areas	1	2	3	4	5	6	7	8	11
Reading	49.2	47.7	52.2	53.8					
Language		52.3	65.0	52.1					
Mathematics	48.5	51.6	61.1	54.3					
Total Battery		49.1	63.1	53.5					
Science									
Social Studies									

SCHOOL West Elementary

Grades

Content Areas	1	2	3	4	5	6	7	8	11
Reading	51.5	50.0	48.4	53.4					
Language		56.2	59.8	54.5					
Mathematics	56.0	58.9	57.0	57.3					
Total Battery		53.9	55.9	54.9					
Science									
Social Studies									

SCHOOL

Grades

Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL

Grades

Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1986

School District CAPITAL

District Superintendent
(Signature)

Date November 10, 1986

On March 17, 1976 the following statement committed the district to a Basic Skills emphasis by its Board of Education. "The primary mission of the Board of Education is to provide the opportunity for all students in the Capital School District to master the basic skills of reading, writing, oral communication, listening and computation." The goal has guided teachers and administrators in curriculum revision, instructional strategies and budget priorities.

District-wide curriculum study committees have, for the past several years, addressed themselves to the question of improved basic skills. Along with traditional study of skill and content areas, the Capital School District has attempted to seriously study the areas that have an impact on achievement: the effective use of time in the school day and the classroom, and the accurate alignment of curriculum.

Capital's efforts seem to be paying some benefits. The change to the CTBS from the CAT has not had a negative impact on achievement scores; rather, it has validated the success of the district's instructional program.

In Grades 1-8, all areas exceed norms with no discernable weaknesses. Moreover, an area that has been of historic concern to educators here (Language Mechanics/Total Language in 11th graders) has now reached an acceptable level. This is taken as some indication of the success of regular and special education efforts at improving basic skills instruction.

Eleventh grade students in Delaware this year were administered CTBS tests in Science and Social Studies. Capital School District did well in each of these categories.

The district has identified a group of professionals whose responsibility will be to evaluate and make recommendations for improvement in the Pre-K-12, particularly as they relate to basic skill areas.

The CTBS results have shown, among other things, the impace of the school district's five-year curriculum development cycle. In 1982-83 a new K-12 language arts program was implemented, following a year of study. In 1983-84 a well-planned K-12 mathematics program was put in place; and in 1984-85 a reading program was implemented. Thus, the district is seeing the results of its strategic as well as tactical responses to curriculum realities.

The Capital School District has made a commitment to a number of strategies designed to improve its basic skills program, and hence its total curriculum:

- The goal of addressing the three basic skills has been expanded to include a fourth basic: Critical Thinking. The new reading program was chosen, among other reasons, because it stresses level questioning.

- The central office staff has developed and is continuing a research-based inservice program intended to improve basic skills through, first, the sharpening of the principals' supervisory skills; and, second, the direct delivery of training by principals to teachers.
- Close analysis of DEAP data will be done, under the leadership of the building principal, to provide a solid foundation from which to teach.
- Recently adopted language arts, mathematics and reading programs will receive continued monitoring to assure consistent implementation.
- The Department of Public Instructions has and will be called upon to:
    - -- provide technical assistance with "reorganized" CTBS data for improved planning, and
    - -- assist individual schools in developing inservice programs that custom fit that school's needs.
- Capital School District has been successful with direct instruction methods in special education classes and is piloting the technique with other slow learners.

CAPITAL SCHOOL DISTRICT

NORM-REFERENCED ANALYSIS
SUMMARY OF STRENGTHS AND WEAKNESSES

	GRADES								
	1	2	3	4	5	6	7	8	1
Word Attack	+	+	▨	▨	▨	▨	▨	▨	▨
Reading Vocabulary	+	+	+	+	+	+	+	+	+
Reading Comprehension	+	+	+	+	+	+	+	+	+
Total Reading	+	+	+	+	+	+	+	+	+
Spelling	▨	+	+	+	+	+	+	+	+
Language Mechanics	▨	+	+	+	+	+	+	+	+
Language Expression	+	+	+	+	+	+	+	+	+
Total Language	+	+	+	+	+	+	+	+	+
Math Computation	+	+	+	+	+	+	+	+	+
Math Concepts	+	+	+	+	+	+	+	+	+
Math Concepts & Application	+	+	+	+	+	+	+	+	+
Total Math	+	+	+	+	+	+	+	+	+
Total Battery	+	+	+	+	+	+	+	+	+
Reference Skills	+	+	+	+	+	+	+	+	+
Social Studies	▨	▨	▨	▨	▨	▨	▨	▨	+
Science	▨	▨	▨	▨	▨	▨	▨	▨	+

Indicates a Strength

Indicates a Weakness

CHRISTINA SCHOOL DISTRICT

DISTRICT CHRISTINA

STUDENTS: Regular and Special Education Combined

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	54.1	59.3	57.1	55.5	53.0	56.0	53.9	53.5	56.1
Language		64.6	68.3	56.2	58.7	62.3	55.7	55.6	56.5
Mathematics	59.0	69.2	64.4	59.3	60.3	62.6	56.3	56.9	58.5
Total Battery		63.9	65.8	56.6	56.3	61.1	55.2	54.6	58.1
Science									58.8
Social Studies									57.8

SCHOOL Christiana High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									52.2
Language									54.0
Mathematics									56.8
Total Battery									54.8
Science									55.9
Social Studies									56.6

SCHOOL Glasgow High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									51.1
Language									52.3
Mathematics									55.0
Total Battery									53.6
Science									54.3
Social Studies									54.0

SCHOOL Newark High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									63.9
Language									62.4
Mathematics									63.0
Total Battery									65.1
Science									65.4
Social Studies									62.1

DISTRICT Christina SCHOOL Martin J. Gauger Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							52.3	52.4	
Language							54.3	54.8	
Mathematics							55.0	55.6	
Total Battery							53.4	53.5	
Science									
Social Studies									

SCHOOL George V. Kirk Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							51.7	51.1	
Language							51.7	52.8	
Mathematics							52.2	54.7	
Total Battery							51.6	51.9	
Science									
Social Studies									

SCHOOL Wilmer E. Shue Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							58.3	57.3	
Language							61.9	59.7	
Mathematics							62.0	60.5	
Total Battery							61.2	58.8	
Science									
Social Studies									

SCHOOL Bancroft Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				57.3	52.5	57.0			
Language				58.2	58.4	62.5			
Mathematics				60.5	61.5	64.0			
Total Battery				58.4	56.1	61.9			
Science									
Social Studies									

DISTRICT Christina SCHOOL Bayard Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading				56.3	55.7	59.3			
Language				55.3	62.2	66.0			
Mathematics				60.2	61.7	64.7			
Total Battery				56.9	59.5	64.8			
Science									
Social Studies									

SCHOOL Brookside Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	54.4	63.1	57.0						
Language		71.7	69.6						
Mathematics	58.0	75.3	66.4						
Total Battery		69.9	67.6						
Science									
Social Studies									

SCHOOL Ramon C. Cobbs Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	50.8	58.7	53.0						
Language		63.2	66.3						
Mathematics	55.7	76.0	59.5						
Total Battery		65.3	61.6						
Science									
Social Studies									

SCHOOL Christiana-Salem Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	54.8	58.1	56.3						
Language		59.9	64.8						
Mathematics	58.6	64.1	61.6						
Total Battery		59.7	62.8						
Science									
Social Studies									

DISTRICT Christina SCHOOL John R. Downes Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	54.3	60.0	59.0						
Language		64.5	72.2						
Mathematics	59.6	69.2	66.6						
Total Battery		64.1	69.2						
Science									
Social Studies									

SCHOOL Drew-Pyle Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				53.1	50.6	52.2			
Language				53.5	57.6	59.4			
Mathematics				55.3	59.8	58.8			
Total Battery				53.5	54.6	57.4			
Science									
Social Studies									

SCHOOL Robert S. Gallaher Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	54.1	61.0	56.8						
Language		66.1	66.7						
Mathematics	65.0	71.8	66.2						
Total Battery		66.1	65.6						
Science									
Social Studies									

SCHOOL May B. Leasure Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	56.2	57.7	54.1						
Language		66.9	63.5						
Mathematics	59.4	66.5	57.6						
Total Battery		63.0	59.9						
Science									
Social Studies									

DISTRICT Christina

SCHOOL R. Elisabeth Maclary Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	63.3	66.6	59.5						
Language		69.5	71.0						
Mathematics	71.6	76.4	73.2						
Total Battery		72.5	70.7						
Science									
Social Studies									

SCHOOL Joseph M. McVey Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	51.8	57.4	60.9						
Language		60.0	72.8						
Mathematics	54.9	67.5	71.9						
Total Battery		61.0	71.5						
Science									
Social Studies									

SCHOOL Casimir Pulaski Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading				53.6	50.4	55.0			
Language				54.2	54.0	58.4			
Mathematics				54.5	55.6	59.9			
Total Battery				53.6	52.5	58.8			
Science									
Social Studies									

SCHOOL Jennie E. Smith Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	53.5	59.7	55.7						
Language		65.3	68.2						
Mathematics	58.0	65.8	59.8						
Total Battery		63.1	63.3						
Science									
Social Studies									

DISTRICT Christina

SCHOOL Frederick Douglas Stubbs Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				54.6	52.3	51.0			
Language				58.1	56.7	59.3			
Mathematics				62.0	59.4	60.3			
Total Battery				57.6	55.1	56.8			
Science									
Social Studies									

SCHOOL Etta J. Wilson Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	53.3	57.8	58.1						
Language		65.7	67.0						
Mathematics	56.6	67.1	64.1						
Total Battery		62.6	65.7						
Science									
Social Studies									

SCHOOL

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

REPORT TO THE GENERAL ASSEMBLY

SCHOOL DISTRICT: CHRISTINA

SCHOOL SUPERINTENDENT: MICHAEL W. WALLS

Michael W Walls
(Signature)

10-31-86
(Date)

I. ANALYSIS OF TEST RESULTS

* Specification of Summary Statistics

For the purpose of this report we used summary statistics for regular and special education students combined. The score used in the Normal Curve Equivalent. The data upon which this analysis is based were supplied by the Delaware Department of Public Instruction.

As was the case the previous five years, if we were to base an analysis of our relative strengths and weaknesses on a comparison with national norms, we would be showing no areas of weakness. The Christina School District scored well above the national average of 50 in every subtest at every grade level tested.

The following table displays the Christina School District Mean Normal Curve Equivalent scores in the major CTBS areas compared to State and National Norms.

Consequently, to give ourselves a general focus, we again compared ourselves to the already high performance of the State. Here the differential in Normal Curve Equivalents ranged from a low of -1.4 for 5th grade Math to a high of +3.8 in 11th grade Reading.

* Strengths

Across most grades tested, we scored above the State in all major subtest areas; we scored approximately equal to or slightly below State norms at grades 4 and 7.

* Weaknesses

In looking for a pattern of weaknesses, for the past five years we set a criterion of two or more Normal Curve Equivalents below the State. As the case for the last four years, based upon this criterion we found no weaknesses.

AVERAGE SCORES FOR CHRISTINA STUDENTS AS COMPARED TO STATE AND NATIONAL NORMS (REGULAR AND SPECIAL EDUCATION STUDENTS COMBINED) SPRING 1986

	GRADES								
CONTENT AREAS	1	2	3	4	5	6	7	8	11
READING									
Christina	**54.1**	**59.3**	57.1	55.5	53.0	56.0	**53.9**	**53.5**	**56.1**
State	52.6	57.0	55.0	56.0	52.7	54.1	53.7	53.2	52.3
LANGUAGE									
Christina		**64.6**	**68.3**	**56.2**	**58.7**	**62.3**	55.7	**55.6**	**56.5**
State		63.2	66.0	57.5	57.4	59.8	55.8	55.5	57.0
MATHEMATICS									
Christina	59.0	**69.2**	**64.4**	**59.3**	**60.3**	**62.6**	**56.3**	**56.9**	**58.5**
State	58.7	68.3	63.0	60.1	61.7	61.6	57.0	56.1	55.3
TOTAL BATTERY									
Christina		**63.9**	**65.8**	56.6	**56.3**	**61.1**	**55.2**	54.6	**58.1**
State		62.2	63.3	57.6	56.1	59.0	55.3	54.3	55.7
SCIENCE									
Christina									**58.8**
State									55.4
SOCIAL STUDIES									
Christina									**57.8**
State									55.2

NOTE: Score reported is the Normal Curve Equivalent. The national average is **50.0.**

II. DISTRICT PRIORITY STATEMENT

- **Description of Student Performance Priorities for the 1986-87 School Year**

For the past several years we have been developing a computerized instructional management system (CIMS) which will help us determine where each youngster stands relative to our basic skills curriculum objectives. CIMS standardizes our assessment procedures, automates record keeping, and provides detailed reports for administrators, teachers, and parents. The system has been implemented in all of our regular schools (K-8). This year we expect to continue the involvement of our basic skills teachers in the system and will generate comprehensive individual and group reports for our school staff.

II. DISTRICT PRIORITY STATEMENT (continued)

Further, we have matched our Christina School District objectives with the objectives of our new Math series, new Reading series, the CTBS category objectives and the State Minimal Performance Requirements.

Also, our principals are continuing their test analysis workshops with their teachers during staff meetings and inservice time. Most of our principals have already taken advantage of the DEAP Special Reporting Services by ordering Group Right Response Reports for early staff review and curriculum planning.

III. PLAN TO REMEDY WEAKNESSES

* Program Improvement Goal

To make assessment of basic skill performance uniform throughout the District, and to provide administrators, teachers, and parents with timely and accurate information on student performance.

* Major Objectives

1. Continued implementation of the Christina Instructional Management System (CIMS) in all regular K-8 schools.
2. Monitoring of District-wide adoption of our new Math series.
3. Implementation of grade-by-grade adoption of our new Reading series.

* Activities

1. Perform management review of CIMS implementation in each school site.
2. Train school administrators and support staff to manage CIMS operations in their respective buildings.
3. Distribute copies of the new Instructional Assessment Guides for Mathematics and Reading.
4. Conduct workshops to review objectives and incorporate system revisions toward more effective and efficient operation of CIMS.
5. Continue workshops to analyze CIMS progress and CTBS results with school staffs.

In addition, the Directors of Elementary and Secondary Education will continue to work with the principals on highlighting individual school needs based upon current data from DEAP Special Reporting Services.

IV. REVIEW OF LAST YEAR'S GOALS AND OBJECTIVES

* Program Improvement Goal

To make assessment of basic skills performance uniform throughout the District, and to provide administrators, teachers, and parents with timely accurate information on student performance.

This is being accomplished via the implementation and review of the CIMS program.

* Major Objectives

1. Continued implementation of the Christina Instructional Management System in all regular K-8 schools.

   Accomplished.

2. Implementation of District-wide adoption of our new Math series.

   Accomplished.

3. Selection of a new Reading series for District-wide use.

   A Reading series has been adopted and is being implemented on a grade-by-grade basis.

* Activities

1. Distribute copies of the revised Reading, Writing Skills, and Mathematics objectives to all teachers who teach basic skills K-8.

   Accomplished.

2. Train co-op students to run CIMS cards through the computer for teachers.

   Accomplished.

3. Conduct workshops to review objectives and incorporate new text series and new State standards into the system.

   Accomplished.

4. Continue principal workshops to analyze discrete CTBS results with their respective staffs.

   Accomplished.

Prepared by Dr. Robert A. Bigelow
10/31/86

COLONIAL SCHOOL DISTRICT

DISTRICT COLONIAL

STUDENTS: Regular and Special Education Combined

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	48.3	56.1	52.9	54.6	48.9	49.6	52.5	51.7	50.3
Language		64.0	64.5	55.7	53.2	53.7	53.3	53.4	55.2
Mathematics	54.3	70.1	59.7	58.5	56.7	55.9	54.0	51.9	52.2
Total Battery		62.6	60.5	55.8	51.5	52.9	52.9	51.7	53.0
Science									54.6
Social Studies									53.7

SCHOOL William Penn High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									50.3
Language									55.2
Mathematics									52.2
Total Battery									53.0
Science									54.6
Social Studies									53.7

SCHOOL George Read Middle

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading						52.3	52.7	53.5	
Language						55.1	53.4	56.7	
Mathematics						60.2	55.8	53.5	
Total Battery						55.6	53.3	54.3	
Science									
Social Studies									

SCHOOL Gunning Bedford Middle

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading						48.0	51.8	52.4	
Language						53.2	52.8	52.7	
Mathematics						55.0	54.9	51.2	
Total Battery						51.9	52.6	51.7	
Science									
Social Studies									

DISTRICT Colonial SCHOOL New Castle Middle

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading						48.5	53.2	48.8	
Language						52.4	54.0	51.2	
Mathematics						51.6	50.5	51.5	
Total Battery						51.2	52.8	49.3	
Science									
Social Studies									

SCHOOL Carrie Downie Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	41.4	51.7							
Language		59.0							
Mathematics	47.6	64.5							
Total Battery		56.7							
Science									
Social Studies									

SCHOOL Castle Hills Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	52.9	60.6							
Language		70.3							
Mathematics	57.0	70.2							
Total Battery		67.8							
Science									
Social Studies									

SCHOOL Colwyck Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading			52.1	52.5	49.9				
Language			64.3	54.5	55.6				
Mathematics			60.0	58.8	61.9				
Total Battery			59.9	54.2	53.6				
Science									
Social Studies									

DISTRICT Colonial

SCHOOL Commodore MacDonough Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	56.7	58.6							
Language		68.8							
Mathematics	62.3	68.2							
Total Battery		64.6							
Science									
Social Studies									

SCHOOL Delaware City Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	48.6	65.9							
Language		71.5							
Mathematics	52.6	73.0							
Total Battery		69.8							
Science									
Social Studies									

SCHOOL Harry O. Eisenberg Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading			54.6	56.4	48.1				
Language			64.1	58.1	49.8				
Mathematics			61.9	59.1	53.2				
Total Battery			61.7	57.9	49.3				
Science									
Social Studies									

SCHOOL Calvin R. McCullough Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading			52.7	55.0	48.8				
Language			64.7	55.4	53.6				
Mathematics			58.6	58.0	55.7				
Total Battery			60.3	55.8	51.4				
Science									
Social Studies									

DISTRICT Colonial SCHOOL Pleasantville Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	52.7	55.1							
Language		62.0							
Mathematics	56.6	72.3							
Total Battery		62.2							
Science									
Social Studies									

SCHOOL Wilmington Manor Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	44.3	55.0							
Language		62.9							
Mathematics	53.9	73.2							
Total Battery		62.8							
Science									
Social Studies									

SCHOOL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1986

School District Colonial

District Superintendent
(Signature)

Date October 23, 1986

REPORT TO GENERAL ASSEMBLY

School District Colonial

School Superintendent Ray W. Christian

Ray W. Christian
(Signature)

Date [illegible]

ANALYSIS OF TEST RESULTS

Analysis

The Colonial School District Regular and Special Education combined student test results were analyzed using the guidelines set forth by the State Department of Public Instruction. The mean and median normal curve equivalent (NCE) scores and the quartile distributions (the spread of these test scores) were used in analyzing District results.

Four possible strengths or weaknesses could be identified for each subject area at each grade. Mean NCE scores higher than 51, median NCE scores higher than 51, more than 25% of District students in the top national quartile and fewer than 25% of the students in the bottom national quartile were the four criteria recommended by DPI for defining a strength from comparisons of the District to the national sample.

Strengths

Using the methods outlined above, analysis of Colonial test results at the District level revealed many strengths on each of the four criteria at all grade levels in Reading, Spelling, Language, Mathematics, Reference Skills, Science, and Social Studies. Additional analysis of the learning objectives for Reading, Spelling, Language, Mathematics, Reference Skills, Science and Social Studies indicate significant District averages above the National sample in many cases.

In general, Colonial School District students appear to be achieving significantly above the national sample in Reading, Spelling, Language, Mathematics, Reference Skills, Science, and Social Studies at all grades.

Weaknesses

While no major weaknesses were evident (1-8), data indicates a concern with Reading Vocabulary, Reading Comprehension, and Total Reading in grades (1, 5, & 6). Additionally, data indicates a concern with Reading Vocabulary, and Reference Skills in the eleventh grade. District students scored slightly below the national sample on the learning objectives for the subtest areas mentioned above.

District averages revealed no major instructional weaknesses, in all subtest categories. However, some of our elementary schools scored slightly below the national average on one or two subtests in the basic skills. The District schools are designing remediation plans outlined below to help correct these weaknesses. (Standardized testing has become our number one priority here in the Colonial School District.)

DISTRICT PRIORITY STATEMENT

Description of Student Performance Priorities for the 1986-87 School Year

The Colonial School District, in order to provide compatibility with State and District goals, and to improve student performance, has established the following priorities:

1. Continuation of comprehensive instructional program for all students.
2. Student achievement of critical objectives in the basic skill areas at each grade level.
3. Continued emphasis of the Colonial Instructional Management System (CIMS).
4. Remedial programs for students with identified needs.
5. Implementation of the District's new Reading Program, Houghton-Mifflin (K-8).
6. District Guidance Program (K-12)
7. Enrichment programs for selected students.
8. Early identification of building test coordinator; the purpose being early and continued emphasis of the DEAP testing program.

The Colonial School District has completed the Colonial Instructional Management System (CIMS), a mastery testing program. This management system includes a standardized test item bank (8,000 items) which is used to measure student performance on the critical objectives in English, math and reading required for promotion in grades 1-8. The item bank is also computerized for scoring, monitoring, and reporting.

In addition, any student at the high school level who has not mastered the minimum competencies in the areas of math, reading or writing is required to complete the Colonial Instruction Management System (CIMS) testing program. Special competency classes are held for those students, in which they are instructed on an individual basis in very small groups until they are able to demonstrate mastery of these specific skills.

After reviewing the norm referenced analysis of the Comprehensive Test of Basic Skills (CTBS) results, it was determined that the Colonial School District as a whole showed no global areas of weakness (exception, grades first, second, fifth, sixth, and eleventh).

Based on this finding, the first priorities for 1986-87 will be to monitor closely grades 1, 2, 5, 6, & 11; additionally, continue the monitoring on a school by school basis, student learning deficiencies which need remediation.

Rationale for Priority Selection

Because the district scores are significantly above the national norms, the Instructional Services Division staff will focus first on the 1, 2, 5, 6, & 11 grades. The Instructional Services Division will then focus on schools where student needs are the most critical. These needs have been determined by examining the results of the battery of tests and test items in the Comprehensive Test of Basic Skills (CTBS).

PLAN TO REMEDY WEAKNESSES OR IMPROVEMENT OF PROGRAMS

PROGRAM IMPROVEMENT GOAL

The program improvement goal is to provide professional resources from the District to those schools identified as having weaknesses in any or all of the basic skill areas.

1. The superintendent will be notified of the schools which need assistance and the Instructional Services Division will work closely with staff, and community in these buildings.
2. Periodic reports will be submitted to the Superintendent describing:
    a. the plan of remediation
    b. progress in implementation
    c. changes in student performance
3. The Instructional Services Division will provide additional support where needed.

Major Objectives and Activities

The schools which have been identified as having the most critical learning needs will be provided with:

1. a review of the present program in the basic skill areas
2. a review of instructional materials in basic skill areas
3. assistance with teacher techniques and strategies

4. an opportunity to meet with District staff to set specific goals and activities for program improvement

5. an opportunity to meet with District staff to set specific targets and activities for test improvement

6. inservice activities based on mutually agreed upon objectives

7. an assessment of program goals related to student performance

Assistance Needed From the Delaware Department of Public Instruction

The Instructional Services Division will continue to utilize the services of the supervisory staff of the Department of Public Instruction in the content areas by seeking assistance in the following:

-reorganized Group Reports

-the interpretation of individual student performance in selected schools

-planning programs for remediation

-the identification of appropriate materials

-planning and coordinating staff development activities (Workshops relating to the DEAP Program)

DELMAR SCHOOL DISTRICT

DISTRICT Delmar

STUDENTS: Regular and Special Education Combined

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading							54.2	52.3	49.5
Language							52.1	52.5	59.2
Mathematics							56.8	51.2	51.6
Total Battery							53.6	51.5	54.1
Science									53.5
Social Studies									51.5

SCHOOL Delmar Junior-Senior High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading							54.2	52.3	49.5
Language							52.1	52.5	59.2
Mathematics							56.8	51.2	51.6
Total Battery							53.6	51.5	54.1
Science									53.5
Social Studies									51.5

SCHOOL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1986

School District DELMAR

District Superintendent Wayne C. Bastian **(Signature)** Wayne C. Bastian, Ed. D.

October 23, 1986
Date

DELMAR
1986

II. ANALYSIS OF TEST RESULTS

Comparison of Delmar's scores at all grade levels (seven, eight, and eleven) to those of the nation is capsuled below. The norm-referenced comparisons are performed by guidelines of the Department of Public Instruction, using the four-factor analysis. Scores used are "combined" (regular and special education) ones. Analysis is given here to the statewide Delaware Educational Assessment Program grade levels: 7, 8, and 11. Separately contracted scores for grades 6 and 9 are available.

STRENGTHS. Strengths are identified by grade levels in the following sub-tests:

	DELMAR D.E.A.P. Grade 7	DELMAR D.E.A.P. Grade 8	DELMAR D.E.A.P. Grade 11
Reading Vocabulary	X	X	
Reading Comprehension	X	X	
Total Reading	X	X	
Spelling		X	X
Language Mechanics			X
Language Expression	X	X	X
Total Language	X	X	X
Math Computation	X		X
Math Concepts	X		X
Total Math	X		X
Total Battery	X	X	X
Reference Skills	X	X	
Science	N/A	N/A	X
Social Studies	N/A	N/A	X

STRENGTHS. Highest overall performances were in grades 7-11 mathematics and grade 11 language. The Grade 11 language score was a high of 59.2.

Distribution of the scores is especially seen as a strength. Few Delmar students scored in the bottom norm quartile; only 7.0% in Grade 7. Many Delmar students scored in the top norm quartile in grade 11, 35.9%. College Board (SAT) and other scores tend to confirm this finding.

WEAKNESSES. Compared to national norms, the four-factor analysis produces few suspected weakness areas. Deeper scrutiny by each department will nonetheless be addressed to performance in each subject and each grade. Reading (grade 11), mathematics (grade 8), and reference skills (grade 11) will receive further analyses and action.

III. ANALYSIS OF LAST YEAR'S PRIORITIES

Priorities of the 1985 report were largely achieved. First, the CTBS was contracted and given to students in grade six at Delmar (Maryland) Elementary. Second, department coordinators did a full-faculty item analysis and related findings to the curriculum. Third, a grade 9 CTBS contract gave us better longitudinal coverage. Fourth, inservice continued to focus upon integration of CTBS/DEAP into overall analyses.

IV. DISTRICT PRIORITY STATEMENT

DESCRIPTION

Educational priorities for the 1986-'87 school year in Delmar School District continue to be shaped by availability of CTBS/DEAP data spanning grades 6-7-8-9-11. This longitudinal focus results in greater staff activity. Assessment is not just defined in terms of the norm-referenced national comparison strategy using the four factors cited above. Assessment now includes input from the Delmar Board of Education, staff inservice, department coordinators, specially prepared Item Analyses and Group Right Response Reports, a variety of other evaluation data, and resulting recommendations focused into an "evaluation profile."

It will be noted that Delmar performance is on/or above that of the nation in all three D.E.A.P. statewide grade levels. Comparisons to district and/or statewide performances are generally favorable also.

The 1986-'87 program focus will continue to be impacted by state and local minimum competency policies, the federal Chapter 1 Plan, new data required for exceptional children, etc. The program will also be greatly influenced by the Delaware Instructional Improvement Program, being piloted in Delmar.

RATIONALE FOR PRIORITY

In the perspective of the above description, Delmar School District's priority for 1986-'87 actions will again focus upon curricular analysis for possible remediation and instructional refinement via inservice. This activity will incorporate four thrusts, utilizing the 1986 D.E.A.P. reports and other data. First, we will continue to seek CTBS/DEAP to aid the curriculum transition step (grade 7) in our bi-state system. Second, our CTBS/DEAP analysis will especially address weaker areas. Third, we will continue to focus upon longitudinal and/or greater uses of CTBS scores. Fourth, inservice will focus upon integration of scores and analyses into broader local and state evaluation exercises, to develop "evaluation profiles" of our performance.

V. PLAN FOR PROGRAM IMPROVEMENT

GOAL: Delmar School District's goal for program improvement, evolved in part from the Spring 1986 D.E.A.P. scores, is a well-defined one.

The goal, simply stated, is: to further analyze the Spring 1986 scores and other junior-senior high data and plan/implement a strategy to improve student performance, especially in weaker areas and/or grade levels, and in conjunction with the Delaware Instructional Improvement Program.

OBJECTIVES/ACTIVITIES. Major objectives and activities projected by the district include the following, in conjunction with the Department of Public Instruction:

(1) TO FAMILIARIZE TOTAL STAFF WITH D.E.A.P. TESTS INTERPRETATION: CTBS OF 1986.

An inservice has been conducted to familiarize total staff with test interpretations. Department coordinators, guidance, administrators, and goal-related instructors are pursuing follow-up activities based upon the data and acquired skills. Reports from this activity are available.

(2) TO RELATE TEST SCORE ANALYSES TO CURRICULUM AND PERFORMANCE AT CITED LEVELS.

General and department sessions have been designed to survey test analyses and other data and relate them to curriculum and student learning in the classroom. The activity is designed to make the most efficient use of instructional time in these areas, and integrate DEAP/CTBS with the state goals for improved instruction.

(3) TO IDENTIFY, SELECT AND PURCHASE SUPPLEMENTAL, TEXTBOOK AND OTHER MATERIALS, OR TECHNOLOGY IDENTIFIED FOR IMPROVEMENT IN WEAKNESS AREA(S).

As needed, the staff leaders will devote time to identification-funding-budgeting-purchase of texts, materials or technology suggested by these analyses. This activity will correlate with a 5-year textbook review policy, several curriculum priorities of the district, the Spring '86 evaluation visit report of the Department of Public Instruction, and the staff development training of the '86-'87 year.

ASSISTANCE FROM DEPARTMENT OF PUBLIC INSTRUCTION. The achievement of the objectives cited above requires assistance from the Department of Public Instruction staff in several particulars. Among them are:

(1) Planning, Research, and Evaluation Division funding and/or staff support has implemented D.E.A.P. objectives above, and hopefully will continue to assist in CTBS contract testing of grades six and nine.

(2) Instructional Division staff support will be sought on an ongoing basis, especially as related to objectives above.

(3) Staff Development Division will be requested to interrelate the DEAP/CTBS '86 findings into the Delmar Staff Development Program of '86-'87.

INDIAN RIVER SCHOOL DISTRICT

DISTRICT INDIAN RIVER

STUDENTS: Regular and Special Education

Combined

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	54.2	58.3	55.2	50.7	53.0	55.2	53.0	50.7	48.2
Language		68.4	69.7	57.6	60.3	63.0	57.2	57.6	55.6
Mathematics	57.1	69.1	63.5	56.7	65.1	66.9	59.4	57.1	51.7
Total Battery		65.1	65.1	54.5	58.3	61.9	56.1	54.3	52.3
Science									51.0
Social Studies									51.6

SCHOOL Indian River High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									48.8
Language									53.1
Mathematics									51.9
Total Battery									51.6
Science									51.1
Social Studies									52.3

SCHOOL Sussex Central Senior High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									47.8
Language									57.7
Mathematics									51.5
Total Battery									52.9
Science									50.9
Social Studies									51.0

SCHOOL Sussex Central Junior High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading							53.0	51.2	
Language							59.2	60.8	
Mathematics							58.3	57.4	
Total Battery							56.9	56.2	
Science									
Social Studies									

DISTRICT Indian River SCHOOL Selbyville Middle

Grades

Content Areas	1	2	3	4	5	6	7	8	11
Reading							53.0	50.0	
Language							54.7	53.5	
Mathematics							60.8	56.8	
Total Battery							55.0	51.9	
Science									
Social Studies									

SCHOOL East Millsboro Elementary

Grades

Content Areas	1	2	3	4	5	6	7	8	11
Reading	55.9	59.3	55.7	51.1	51.8	51.4			
Language		68.3	71.4	59.3	61.2	59.4			
Mathematics	58.2	69.5	62.2	57.3	64.3	62.6			
Total Battery		65.8	65.3	55.5	57.8	57.6			
Science									
Social Studies									

SCHOOL Frankford Elementary

Grades

Content Areas	1	2	3	4	5	6	7	8	11
Reading	52.4	55.5	54.7	46.9	51.8	53.8			
Language		65.9	67.4	52.4	58.0	60.0			
Mathematics	53.4	68.9	63.6	50.9	64.8	62.1			
Total Battery		62.8	64.3	49.5	56.3	58.7			
Science									
Social Studies									

SCHOOL Georgetown Elementary

Grades

Content Areas	1	2	3	4	5	6	7	8	11
Reading	53.9	55.5	53.5	48.9	52.8	57.0			
Language		64.5	69.0	54.5	57.6	65.7			
Mathematics	57.3	62.1	62.6	53.0	62.6	70.4			
Total Battery		59.9	64.0	51.5	56.9	64.6			
Science									
Social Studies									

DISTRICT Indian River SCHOOL Lord Baltimore Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	64.9	72.4	62.9	60.2	57.7	59.2			
Language		82.7	78.3	68.6	70.4	66.0			
Mathematics	67.9	86.2	73.5	72.1	76.6	72.9			
Total Battery		83.5	75.4	66.8	67.4	66.5			
Science									
Social Studies									

SCHOOL Phillip C. Showell Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	41.4	53.0	53.5	53.1	54.4	60.8			
Language		67.7	64.7	61.4	60.9	68.4			
Mathematics	49.6	69.4	60.6	62.4	65.3	73.2			
Total Battery		62.0	60.8	57.9	58.9	68.8			
Science									
Social Studies									

SCHOOL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1986

School District Indian River

District Superintendent Primo V. Toccafondi
(Signature)

Date 10/10/86

I. ANALYSIS OF TEST RESULTS

An analysis of the Spring 1986 Comprehensive Tests of Basic Skills given in the Indian River School District as a part of the Delaware Educational Assessment Program shows above average strengths in all grades. In grades two through six the average Normal Curve Equivalent (NCE) score on the Total Battery was 64.0. With a national norm of 50, Indian River School District students in grades two through six scored an average of 14 points above that norm. In grades seven through eleven the average NCE score on the Total Battery was 56.6, an average increase of 6.6 points above the national norm of 50.

Upon investigation of specific subtests at each grade level comparing the mean NCE to the national mean, the following were noted:

A. Regular education students in Indian River School District in grades two through six scored above the national average in all areas tested.

B. Regular education students in grades seven and eight scored above the national average in all areas tested.

C. Regular education students in grade eleven scored above average in all areas except reference skills.

D. Regular and special education students combined in grades two through six scored above the national average in all areas tested.

E. Regular and special education students combined in grades seven, eight and nine scored at or above the national average in all areas tested.

F. Regular and special education students combined in grades ten and eleven scored above the national average in the total battery; however, in total reading, reference skills and social studies (grade 10) they scored a few points below that average.

II. EVALUATION OF LAST YEAR'S PRIORITIES

Priorities resulting from 1985 DEAP testing were the areas of reading and mathematics at the secondary level. Specific attention was given to reading vocabulary and comprehension as well as to math concepts, applications and computation.

III. DISTRICT PRIORITY STATEMENT

Areas of priority established during the 1985-86 school year will remain a concern during 1986-87. Reading vocabulary and comprehension as well as math computation, concepts and applications will continue to be heavily stressed. The area of reference skills will also be reviewed at the secondary level.

IV. PLAN TO REMEDY WEAKNESSES

The primary goal of Indian River School District's program to remedy weaknesses is to improve the reading, math, and reference skills areas at the secondary level. In order to achieve that goal, the following activities are planned:

1. A districtwide committee has been established to review district scores. This committee will make specific recommendations for improvements.

2. Each secondary building principal will develop a plan for improving objective mastery. Components of this plan will be developed through meetings of teachers in specific disciplines at the secondary level to assess the strengths and weaknesses of their current program. A thorough review of the 1986 CTBS results through item analysis and group right responses will provide the basis for determination of these strengths and needs.

   Once determined needs will be prioritized and in each of the disciplines involved increased attention to these weaknesses will be provided.

3. As previously established, Indian River School District plans to continue its review of each curricular area on a five year rotating basis. Consideration will be given to curricular weaknesses as identified by the 1986 Delaware Educational Assessment Program.

The following activities, designed to afford improvements, have already taken place in Indian River School District:

1. Indian River School District teachers have developed districtwide standards for writing. These standards are being used by teachers in all subject areas when written assignments are evaluated.

   The aim of this standardized writing program is to increase students' skills in correct grammatical usage, spelling and paragraph composition. A cross-disciplinary approach to this goal will serve to support the concept of correct writing skills in all aspects of life. As students' writing skills improve, it is anticipated that this improvement will be reflected in DEAP scores relating to these areas.

In summary, Indian River School District is placing a heightened emphasis on curricular design and instruction in secondary buildings in order to build upon strengths and remedy weaknesses.

COMPREHENSIVE TESTS OF BASIC SKILLS

Normal Curve Equivalent (NCE)
Spring 1986

INDIAN RIVER SCHOOL DISTRICT
Regular and Special Education Students
Subsection Scores

GRADE	NAT. NORM	TOTAL READING				TOTAL LANGUAGE				TOTAL MATH				REFERENCE SKILLS				SCIENCE				SOCIAL STUDIES				TOTAL TEST BATTERY			
		Reg. Ed.	+/-	Reg. & Sp. Ed.	+/-	Reg. Ed.	+/-	Reg. & Sp. Ed.	+/-	Reg. Ed.	+/-	Reg. & Sp. Ed.	+/-	Reg. Ed.	+/-	Reg. & Sp. Ed.	+/-	Reg. Ed.	+/-	Reg. & Sp. Ed.	+/-	Reg. Ed.	+/-	Reg. & Sp. Ed.	+/-	Reg. Ed.	+/-	Reg. & Sp. Ed.	+/-
1	50	58	+8	54	+4	--		--		61	+11	57	+7	--		--		--		--		--		--		--		--	
2	50	61	+11	58	+8	72	+22	68	+18	71	+21	69	+19	--		--		--		--		--		--		68	+18	65	+15
3	50	58	+8	55	+5	73	+23	70	+20	67	+17	64	+14	--		--		--		--		--		--		69	+19	65	+15
4	50	55	+5	51	+1	62	+12	58	+8	61	+11	57	+7	56	+6	52	+2	--		--		--		--		59	+9	55	+5
5	50	55	+5	53	+3	63	+13	60	+10	68	+18	65	+15	58	+8	56	+6	--		--		--		--		61	+11	58	+8
6	50	59	+9	55	+5	66	+16	63	+13	71	+21	67	+17	63	+13	59	+9	--		--		--		--		66	+16	62	+12
7	50	56	+6	53	+3	60	+10	57	+7	63	+13	59	+9	58	+8	55	+5	--		--		--		--		59	+9	56	+6
8	50	54	+4	51	+1	60	+10	57	+7	61	+11	57	+7	58	+8	55	+5	--		--		--		--		58	+8	54	+4
9	50	--	--	51	+1	--	--	61	+11	--	--	54	+4	--	--	53	+3	--	--	54	+4	--		55	+5	--	--	56	+6
10	50	47	-3	45	-5	58	+8	56	+6	53	+3	51	+1	47	-3	45	-5	53	+3	51	+1	51	+1	49	-1	54	+4	52	+2
11	50	52	+2	48	-2	60	+10	56	+6	55	+5	52	+2	49	-1	47	-3	54	+4	51	+1	54	+4	52	+2	56	+6	52	+2

LAKE FOREST SCHOOL DISTRICT

DISTRICT LAKE FOREST

STUDENTS: Regular and Special Education Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	56.9	55.9	52.7	55.6	52.0	52.3	54.4	50.5	51.0
Language		58.9	64.3	57.2	56.7	58.5	57.5	52.7	60.0
Mathematics	65.7	67.3	61.9	58.1	63.2	61.8	55.0	50.0	55.0
Total Battery		59.7	60.9	56.9	55.6	57.5	56.2	50.6	56.3
Science									55.1
Social Studies									53.8

SCHOOL Lake Forest High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									51.0
Language									60.0
Mathematics									55.0
Total Battery									56.3
Science									55.1
Social Studies									53.8

SCHOOL W. T. Chipman Junior

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							54.4	50.5	
Language							57.5	52.7	
Mathematics							55.0	50.0	
Total Battery							56.2	50.6	
Science									
Social Studies									

SCHOOL Lake Forest East Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	57.8	61.3	52.2	58.3	51.0				
Language		67.9	60.5	60.8	56.9				
Mathematics	67.8	80.7	61.9	61.5	61.2				
Total Battery		70.2	58.8	59.7	54.4				
Science									
Social Studies									

DISTRICT Lake Forest SCHOOL Lake Forest North Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	53.1	51.1	51.1	52.1	50.8	53.2			
Language		53.9	63.9	52.3	55.0	59.9			
Mathematics	61.6	62.7	55.5	53.0	63.3	62.8			
Total Battery		54.1	58.0	52.4	54.7	58.9			
Science									
Social Studies									

SCHOOL Lake Forest South Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	61.9	58.7	54.4	57.9	54.3	50.0			
Language		59.6	67.4	60.7	59.1	55.2			
Mathematics	70.1	64.7	67.0	62.0	64.4	59.2			
Total Battery		60.2	64.7	60.7	57.7	54.3			
Science									
Social Studies									

SCHOOL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1986

School District Lake Forest

District Superintendent (Signature)

September 3, 1986
Date

102

Analysis of Test Results

1. A complete item analysis was done on all schools in the district by our curriculum supervisor. Using the NCE and comparing Spring 1984, 1985 and 1986 results, we obtained the following:
    a. reading
        (1) increased from 1984 to 1985 for all grades except 5 and 7
        (2) decreased from 1985 to 1986 except for grade 7. All were above the national average, however.
    b. total language scores
        (1) 1984 to 1985 - increased in grades 3, 6, 8 and 11. Decreased in the others.
        (2) 1985 to 1986 - increased in grades 3, 7 and 11. Decreased in the others. All above the national average.
    c. total math scores
        (1) 1984 to 1985 increased in grades 1, 3, 6, 8 and 11. Decreased in grades 2, 4 and 5.
        (2) 1985 to 1986 increased in grades 3, 5, 6 and 7. Decreased (some very slightly) in grades 1, 2, 4, 8 and 11. All above the national average.
    d. total battery
        (1) 1984 to 1985 increased in grades 3, 6, 8 and 11. Decreased in grades 4, 5 and 7. Remained the same in grade 2.
        (2) 1985 to 1986 increased in grades 3, 7 and 11. Down in grades 2, 4, 5, 6 and 8. All above the national average.
    e. very little change in the areas of science and social studies. Scores were all above the national average.

2. Arbitrarily using a difference of 7 as being significant, Lake Forest students were compared with Delaware Schools and therefore +7 or more in objective was considered to be an area of strength, -7 or less a weak area. The following results were obtained when analyzing all five schools:

Word Attack			
objective	N = 9	-7 or less = 0	+7 or more = 19
Vocabulary			
	N = 7	-7 or less = 3	+7 or more = 10
Reading Comprehension			
	N = 7	-7 or less = 2	+7 or more = 9
Spelling			
	N = 3	-7 or less = 0	+7 or more = 4
Language Mechanics			
	N = 6	-7 or less =11	+7 or more = 13
Language Expression			
	N = 12	-7 or less = 4	+7 or more = 18

Mathematics Computation

N = 11 -7 or less = 11 +7 or more = 15

Math Concepts & Application

N = 7 -7 or less = 13 +7 or more = 6

Reference Skills

N = 4 -7 or less = 3 +7 or more = 3

3. These areas of weaknesses were further broken down in terms of grades, schools and question numbers.

Evaluation of Last Year's Accomplishments

1. The Lake Forest School District in 1985-86 focused in on the area of noted weaknesses, namely:
   a. mathematics concepts and application
   b. vocabulary
   c. language mechanics

2. Basing ourselves upon the results obtained in #2 above and comparing 1985 with 1986 we concluded that :
   a. for mathematics concepts and applications the strength to weakness ratio went from 1:5 in 1985 to approximately 3:2 in 1986 with a reversal in favor of strengths. (strength : weakness)
   b. vocabulary saw a 3:4 in 1985 to a 10:3 in 1986. Once again a gain.
   c. language mechanics from a 2:3 in 1985 to a favorable reversal of 13:11.

District Priority Statement

1. Judging once again upon the strength (+7 or more) and weakness (-7 or less) chart, we see three major areas needing our attention. These are:
   a. language mechanics...11 weakness areas
   b. mathematics computation...11 weakness areas
   c. mathematics concepts and applications...13 weakness areas

2. We, at Lake Forest, feel that language arts and mathematics are part of basic skills and as such, deserve a constant battle to improve out students' capabilities.

Plan to Remedy Weaknesses

The district curriculum supervisor has established a timetable (see Chart A), and a procedure in an attempt to improve on our weak areas.

LAKE FOREST SCHOOL DISTRICT CHART A

C.T.B.S. PLAN OF ACTION TIMETABLE

EVENT	PURPOSE	TIME FRAME	PERSON RESPONSIBLE	PERSON(S) INVOLVED	VERIFICATION
1. Do an item analysis noting all items with a -7 difference or more based upon Delaware schools	1. To determine areas of weaknesses	1. July 1986	1. Dr. Gilbert	1. -	1. Report is prepared
2. Present documentation to superintendent and Board of Education	2. Feedback on the district's overall analysis and results	2. August 1986	2. Dr. Gilbert	2. -	2. Document is submitted and approved
3. Review with building principals	3. To make them aware of procedure to be used and to obtain input	3. August 1986	3. Dr. Gilbert	3. 5 Building principals	3. Reported in Principals' Council Minutes
4. Review with faculties of individual school or department and prepare a plan of attack	4. Remediation of weak areas	4. Sept.-Oct. 1986	4. Dr. Gilbert	4. District teachers	4. Meetings are held
5. Review with teachers the plan of action, making comments if necessary, noting measurable objectives and signing document	5. Lend assistance and provide leadership to teachers	5. October-November 1986	5. Building principals	5. Teachers	5. Documents are sent to curriculum office
6. Report is sent to Board	6. Assurance of compliance as well as informational	6. January 1987	6. Dr. Gilbert	6. -	6. Report is submitted
7. Carrying-out plan of action	7. Remediation	7. Oct. 1986-March 1987	7. Teachers	7. -	7. Plans are implemented
8. District remediation plan is sent to D.P.I. for State legislature	8. Information and verification	8. Oct. 1986	8. Dr. Gilbert	8. -	8. Report is submitted
9. Review of plan of action in terms of measurable objectives results	9. To assure	9. Mar. 1987	9. Principals	9. Teachers	9. Statement of assessment is submitted to principals
10. Returning of signed statements of assessment	10. Documentation	10. May 1987	10. Principals	10. -	10. Statement of assessment is submitted to principals
11. Analysis is made	11. To determine progress made	11. July 1987	11. Dr. Gilbert	11. -	11. Report is prepared

LAUREL SCHOOL DISTRICT

DISTRICT LAUREL

STUDENTS: Regular and Special Education Combined

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	50.1	55.4	53.1	54.3	48.4	50.4	51.6	48.9	49.2
Language		65.4	64.8	57.3	56.1	56.8	56.2	54.3	56.3
Mathematics	56.9	69.3	60.4	59.6	62.4	57.6	57.8	51.2	49.2
Total Battery		62.8	61.2	57.0	54.4	55.1	54.1	50.9	52.6
Science									51.8
Social Studies									53.6

SCHOOL Laurel Senior High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									49.2
Language									56.3
Mathematics									49.2
Total Battery									52.6
Science									51.8
Social Studies									53.6

SCHOOL Laurel Central Middle

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading					48.4	50.4	51.6	48.9	
Language					56.1	56.8	56.2	54.3	
Mathematics					62.4	57.6	57.8	51.2	
Total Battery					54.4	55.1	54.1	50.9	
Science									
Social Studies									

SCHOOL North Laurel Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading		55.4	53.1	54.3					
Language		65.4	64.8	57.3					
Mathematics		69.3	60.4	59.6					
Total Battery		62.8	61.2	57.0					
Science									
Social Studies									

DISTRICT Laurel SCHOOL West Laurel Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	50.1								
Language									
Mathematics	56.9								
Total Battery									
Science									
Social Studies									

SCHOOL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1986

School District Laurel

District Superintendent Robert W Hupp
(Signature)
Robert W. Hupp

September 8, 1986
Date

I. OVERVIEW

In 1985, Comprehensive Test of Basic Skills results did not compare favorably with state means. As a result, various priorities were established including:

1. To improve reading comprehension and vocabulary achievement at the fourth through the sixth grade level.
2. To improve both language mechanics and language expression achievement in grades five through seven.
3. To improve mathematics computation skills in decimals/fractions in grades five through eight and mathematics concepts and applications in problem solving and thinking skills - including all areas involving interrelationships of number processes.
4. To improve high school achievement in basic skill areas including all related DEAP test areas, but with particular emphasis upon reading and general mathematics.
5. To improve high school achievement in science and social studies.

The primary critical needs were: (1) to strengthen reading/language arts and mathematics performance at the middle school level; and (2) to adapt basic English and Mathematics I and II programs at the high school to meet the overall weaknesses evident in the DEAP results.

These priorities were self-evident in the item analyses for the various tests: general weakness in basic skills, peaking in fifth grade and; although corrected somewhat by eighth grade, clearly demonstrated again in the eleventh grade results.

II. ANALYSIS OF TEST RESULTS

NORM REFERENCED

In order to determine the level of improvement from 1985 to 1986, the following analysis was made showing the NCE mean for each grade for the two years.

	Reading		Spelling		Language		Mathematics	
	'85	'86	'85	'86	'85	'86	'85	'86
1st Grade	56	50	--	--	60	53	57	57
2nd Grade	56	55	57	58	62	65	61	69
3rd Grade	54	53	59	63	62	65	58	60
4th Grade	52	54	53	57	57	57	58	60
5th Grade	48	48	51	49	51	56	51	62
6th Grade	53	50	55	50	54	57	52	58
7th Grade	49	52	55	54	54	56	52	58
8th Grade	53	49	54	54	58	54	57	51
11th Grade	48	49	49	59	49	56	47	49

The eleventh grade science and social studies results were as follows:

	'85	'86
Science	47	52
Social Studies	50	54

111

The 1985 to 1986 changes were:

	(+)	(-)	(0)
Reading	3	5	1
Spelling	4	3	1
Language	6	2	1
Mathematics	7	1	1

Reading scores improved only in grades four, seven and eleven. Spelling, however, showed gains in grades two through four, but beyond this level, only in the eleventh grade, where there was a 10 NCE improvement to 59. In the area of Language, all grades except one, four and eight showed gains. Seven grades - all but one and eight bettered 1985 math levels. Obviously, Reading and Spelling must be priority fields in the future. Interestingly, Spelling scores were higher before we adopted a formal testbook approach at the elementary, although middle school achievement has slipped more than elementary.

In Terms of longitudinal data, we find the following changes by grade and subject.

Current Grade	Reading		Spelling		Language		Mathematics	
	'85	'86	'85	'86	'85	'86	'85	'86
Second	56	55	--	58	60	65	57	69
Third	56	53	57	63	62	65	61	60
Fourth	54	54	59	57	62	57	58	60
Fifth	52	48	53	49	57	56	58	62
Sixth	48	50	51	50	51	57	51	58
Seventh	53	52	55	54	54	56	52	58
Eighth	49	49	55	54	54	54	52	51

Overall, grade to grade achievement did not improve in Reading and Spelling. Only sixth grade reading and third grade spelling demonstrated higher NCE levels for these subjects. Language and Mathematics, however, gave indications of positive change at both elementary and middle levels.

III. EVALUATION OF LAST YEAR'S ACCOMPLISHMENTS

Educational priorities for 1985-86 as noted in the OVERVIEW, included the following:

1. To improve reading comprehension and vocabulary achievement at the fourth through the sixth grade level.
2. To improve both language mechanics and language expression achievement in grades five through seven.
3. To improve mathematics computation skills in decimals/fractions in grades five through eight and mathematics concepts and applications in problem solving and thinking skills - including all areas involving interrelationships of number processes.
4. To improve high school achievement in basic skill areas including all related DEAP test areas, but with particular emphasis upon reading and general mathematics.

5. To improve high school achievement in science and social studies.

Although deficiencies as compared with other Delaware districts were, in many instances, met, there are still obvious areas for improvement. Particularly in Reading Comprehension, Mathematics Computation - Fractions/Decimals - and in Mathematics Concepts and Applications.

Last year's objectives included the following:

1. Long Range Goals
   - a. To bring all mean district NCEs to the median state level in Reading
   - b. To bring all mean district NCEs to the median state level in Language
   - c. To bring all mean district NCEs to the median state level in Mathematics
   - d. To bring high school mean NCEs in Science and Social Studies to the state median

2. Short Term Objectives for 1985-86
   - a. To improve district state ranking in all basic skills test areas by two positions in 1986
   - b. To improve high school science and social studies state rankings by one position in 1986

The 1985 to 1986 changes in rank were as follows. No data are available to derive the Spelling component.

	Reading		Language		Mathematics		Total	
	'85	'86	'85	'86	'85	'86	'86	'86
First Grade	8	13	5	--	11	12	--	--
Second Grade	12	10	9	3	13.5	5	13	5
Third Grade	11	10	9	7	13	13	13	5
Fourth Grade	15	12	13	9	14	8	15	8
Fifth Grade	15	15	14	11	15	10	15	12
Sixth Grade	13	14	15	11	15	12	15	12
Seventh Grade	15	14	14.5	6	14	5	15	11
Eighth Grade	15	16	13.5	9	11	14	15	14
Eleventh Grade	16	14	16	11	16	15	17	13.5

Eleventh Grade

	'85	'86
Science	16	13
Social Studies	17	11

Twenty-one of twenty-eight areas improved. In only three of these instances was the gain less than stated in the objective. Thus, the criterion was reached in 18 of 28 tests - 64%.

Laurel Exceeded State Mean

Reading	None	
Language	Grades 2 and 7	5 of 28
Mathematics	Grades 2, 5 and 7	

State NCEs for Language and Mathematics are higher than in Reading for all grades.

Although there were areas of improving state rank, it must be remembered that the state test results in Reading and Language were, as a whole lower in 1986. Consequently, by maintaining our past level of NCE performance, we would automatically raise our rank within the state. Therefore, in order to continue to rise in rank, we will need to place continuing emphasis upon raising NCE levels.

IV. DISTRICT PRIORITY STATEMENT

District priorities for 1986-87 will include:

1. To improve Reading performance in all schools
2. To improve Spelling program in the middle school
3. To maintain recent improvement in the area of Language and concentrate on Vocabulary areas
4. To improve Mathematics Concepts and Applications achievement at the middle and high schools and remove continual computational deficiencies particularly in advanced levels of fractions/decimals, integers and algebraic expressions

The critical needs are in Reading at all levels and in middle school Spelling. These priorities are self-evident in all forms of analysis. Although other areas demonstrated improvement in all fields, Reading showed only limited, narrow NCE increases.

V. PLAN TO REMEDY WEAKNESSES

1. Long Range Goals
    a. To bring all mean district NCEs to the median state level in Reading
    b. To bring all mean district NCEs to the median state level in Language
    c. To bring all mean district NCEs to the median state level in Mathematics
    d. To bring high school mean NCEs in Science and Social Studies to the state median
2. Short Term Objectives for 1986-87
    a. To improve district state ranking in all basic skills test areas by two positions in 1987
    b. To improve high school science and social studies state rankings by one position in 1987
    c. Maintain or improve all NCEs currently at or above state median

3. Activities

   a. Adopt new Language textbook series in Grades 1-4
   b. Adopt new Reading, Language and Mathematics textbook series in the middle school
   c. Improve Reading staff development program for all K-8 teachers
   d. Review status of current middle school developmental reading program
   e. Consider other grouping plans for middle school
   f. Expand basic reading program in high school
   g. Continue refinement of high school Mathematics I and II programs
   h. Continue DEAP Item Analysis review procedures with staff
      (1) Provide state DEAP reports to principal - from DPI
      (2) Provide data on state rankings to principals
      (3) Provide reports on objectives and test items where district fell more than five percentage pointe below the state average
      (4) Require principals to prepare action plans for their buildings
      (5) Review item analysis and deficient objectives/items with grades and departments

Major Programs

The continued success of the ECIA Chapter 1 program has had a long range effect in improving reading achievement for elementary and middle school students with Reading problems. Additionally, the TARMAC remedial/corrective reading programs adopted several years ago at the middle and high school appear to be having positive impact upon a small segment of students. It needs to be expanded. Since the adopti of DISTAR material for reading and language is now complete, it is expected that this more structured approach will result in consistently improved achievement for special education students in grades K-8. District quartile analyses show improvement at the lower achievement levels.

It is expected that adoption of a new reading series K-4 will serve to provide a firmer base in this skill area, resulting in improvement at all levels. Research seems to support the balance of structure and increased vocabulary provided by the program.

In addition to these broad-based curriculum components, this district is now proceeding with the following program adaptations:

1. Implementation of a new science program K-4
2. Expansion of microcomputer learning components at the elementary level - now available in grades 2-12
3. Review of spelling program in the middle school
4. Improving tracking/monitoring procedures for special education students

Long Range Educational Improvement Efforts

Emphasis in instruction/curriculum during the past year has been upon reviewing materials to be purchased from funds provided by a 1985 referendum. Additionally, we are working on a cost accounting project which will establish retional budgeting procedures based on the reasonable requirements of various schools and departments. All curriculum guides are to be revised in 1986-87 and a related summary prepared. We are now planning to review materials in the following subject areas.

1. Elementary Schools
    a. Social Studies
    b. Spelling
    c. Language arts
2. Middle School
    a. Social Studies
    b. Reading
    c. English/Language arts
    d. Mathematics
3. High School
    a. Social Studies
    b. Mathematics - academic

DPI Technical Assistance

We plan to request DPI assistance in the following areas:

1. Assistance in reviewing middle school Reading and English/Language arts materials and staff development
2. Continued training of special education staff
3. Assistance in assessing K-8 mathematics program
4. Continue training in MIS procedures

9/3/86

WWL:pf

MILFORD SCHOOL DISTRICT

DISTRICT MILFORD

STUDENTS: Regular and Special Education Combined

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	51.7	55.8	53.8	57.3	55.3	55.6	55.2	53.2	49.8
Language		61.2	65.1	58.2	61.3	62.3	58.8	57.7	58.5
Mathematics	63.5	71.2	63.8	62.8	65.7	64.5	61.7	60.4	58.3
Total Battery		62.1	63.0	59.1	60.1	61.5	58.5	56.7	55.8
Science									51.9
Social Studies									51.9

SCHOOL Milford Senior High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									49.8
Language									58.5
Mathematics									58.3
Total Battery									55.8
Science									51.9
Social Studies									51.9

SCHOOL Milford Middle

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading					55.3	55.6	55.2	53.2	
Language					61.3	62.3	58.8	57.7	
Mathematics					65.7	64.5	61.7	60.4	
Total Battery					60.1	61.5	58.5	56.7	
Science									
Social Studies									

SCHOOL Lakeview Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	43.7	49.7	47.3	58.7					
Language		56.4	60.9	62.1					
Mathematics	57.5	66.5	52.4	64.4					
Total Battery		55.6	54.2	61.7					
Science									
Social Studies									

DISTRICT Milford SCHOOL Benjamin Banneker Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	53.3	57.3	56.2	58.0					
Language		60.2	66.3	56.9					
Mathematics	63.9	71.8	65.7	60.1					
Total Battery		62.5	64.8	58.6					
Science									
Social Studies									

SCHOOL Lulu M. Ross Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	53.5	57.1	55.4	56.0					
Language		65.1	66.3	57.4					
Mathematics	65.6	73.3	68.2	64.2					
Total Battery		64.9	66.1	58.4					
Science									
Social Studies									

SCHOOL ______

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL ______

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

Milford School District

906 Lakeview Avenue ● Milford, Delaware 19963 ● (302)422-1600

MICHAEL V. WOODALL, Ph.D., Superintendent

DAN McGINNISS, M. Ed.
Assistant Superintendent

CHARLES MOSES, M. Ed.
Assistant Superintendent

JUDY B. SPIEGEL, Ed. D.
Supervisor, Special Programs

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1986

MILFORD SCHOOL DISTRICT

Michael V. Woodall

Michael V. Woodall, Ph.D.
Superintendent
October 1, 1986

I. Analysis Of Test Results

Summary statistics using Mean Normal Curve Equivalent (NCE) scores for regular and special education students combined were used to analyze the District mean scores with the State mean scores on the 1986 Comprehensive Test of Basic Skills. Milford students scored at or above the State mean in:

Test	Grade
Reading	4-5-6-7-8
Spelling	5-7-8
Language	4-5-6-7-8-11
Math	1-2-3-4-5-6-7-8-11
Battery Total	4-5-6-7-8-11

Milford students scored above the national mean of fifty (50) at all grade levels in Reading, Spelling, Language, Math, Total Battery, Science and Social Studies except for Reading at grade eleven (11).

The test scores reflect the continual improvement in student academic performance since the Milford Board of Education initiated its basic skills program in September of 1975.

II. Evaluation Of Last Year's Priorities

During the 1985-1986 school year, the Milford School District continued concentrating its efforts in developing critical thinking, problem solving, and decision making skills along with skill development programs in science. Math objectives, grades K-8, were revised. In addition, the district continues to evaluate and raise its promotion and grading standards and to develop and improve course objectives, diagnostic techniques and evaluation programs. Staff development programs continue to provide training in the areas of reading, writing, mathematics and science. The district curriculum development activities, the development of instructional resource materials and the restructuring of high school course offerings were implemented.

III. District Priority Statement

The Milford Board of Education adopted eleven (11) Instructional priorities on August 18, 1975. The Instruction Priorities were established from the results of a community survey.

The Instructional Goals listed in priority order are:

1. Skill Development In Reading
2. Skill Development In Mathematics
3. Acquisition Of Job Skills
4. Communication Skills
5. Motivation To Learn
6. Thinking, Problem Solving, And Decision Making Skills
7. Positive Attitude Toward Self And Others
8. Physical And Mental Health
9. Skill Development In Social Studies
10. Skill Development In Science
11. Skill Development In Fine Arts

IV. Plan To Remedy Weaknesses

The District's long range goals, as stated in the previous paragraph, continue to be the focal point for planning. Every three (3) months short range goals are established by the Board and Superintendent. The District plans to continue its implementation of the Instructional Goals and to continue staff development activities. Curriculum development activities, development of instructional materials and the restructuring of course offerings will be continued.

An analysis to determine the correlation of our adopted curriculum with items on the CTBS will be made. An analysis of the correct response analysis will also be made. Robin Taylor (DPI) has provided first rate assistance training our administrative staff on the use of CTBS.

NEW CASTLE COUNTY VOCATIONAL-TECHNICAL SCHOOL DISTRICT

DISTRICT NEW CASTLE COUNTY VOCATIONAL TECHNICAL

STUDENTS: Regular and Special Education

Combined

Content Areas	1	2	3	4	5	6	7	8	11
					Grades				
Reading									43.6
Language									48.7
Mathematics									47.8
Total Battery									46.5
Science									48.9
Social Studies									49.1

SCHOOL Delcastle Technical High

Content Areas	1	2	3	4	5	6	7	8	11
					Grades				
Reading									45.0
Language									49.5
Mathematics									49.4
Total Battery									47.8
Science									51.5
Social Studies									50.7

SCHOOL Howard Career Center

Content Areas	1	2	3	4	5	6	7	8	11
					Grades				
Reading									41.2
Language									47.3
Mathematics									45.3
Total Battery									44.3
Science									44.3
Social Studies									46.2

SCHOOL

Content Areas	1	2	3	4	5	6	7	8	11
					Grades				
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1986

School District New Castle County Vocational-Technical

District Superintendent ______________________
(Signature)

October 15, 1986
Date

DISTRICT NEEDS ASSESSMENT

SCHOOL DISTRICT: New Castle County Vocational-Technical

SCHOOL SUPERINTENDENT: Conrad C. Shuman

SIGNATURE: DATE 10-15-86

I. ANALYSIS OF TEST RESULTS

A committee composed of Director of Instruction, Director of Pupil Personnel Services, District Test Coordinator, Academic Curriculum Coordinator, and District Psychologist reviewed the test results for regular and special education students on the Comprehensive Test of Basic Skills (CTBS). Scores were analyzed through a comparison of district and national norms for the major subject areas of Reading, Language, Mathematics, Science, and Social Studies. Overall district performance levels were within national norms, although some decline was noted from last year's scores.

The results were also distributed to academic department chairpersons for their analysis and recommendations. An assessment of strengths and weaknesses for the individual schools, Delcastle and Howard, was made based upon the 1986 results. A longitudinal analysis is also being conducted, using previous eighth grade test scores (when available) to determine progress within the district. The district will focus on all areas of identified weaknesses but special emphasis will be given to improving the areas of Reading and Reference Skills.

Analysis of district scores showed no significant difference from national norms but test results within each school showed specific needs in individual content areas. District priorities were assigned, based upon the discrepancy between the anticipated and actual number of cases falling into the lower quartiles. As a result, the district will focus on curriculum intervention for the following areas by school:

Delcastle - Reading Vocabulary
Reading Comprehension
Reference Skills

Howard - Reading Vocabulary, Reading Comprehension, Math Skills, Reference Skills, Science

II. EVALUATION OF LAST YEAR'S PRIORITIES

A. Restatement of Priority Statement for 1985

Remediation of weaknesses by school in the following content areas:

Delcastle - special emphasis on reading vocabulary

Howard - special emphasis on reading vocabulary, science, and reference skills

B. Comparison of 1985 Priorities With 1986 Results

1) Delcastle - Test results indicate a need for continued instructional emphasis in the area of reading vocabulary.

2) Howard - Test results indicate a need for continued instructional emphasis in the areas of Reading Vocabulary, Science, and Reference Skills.

III. DISTRICT PRIORITY STATEMENT

Identification at the ninth grade level will allow adequate instructional/remedial intervention to be implemented prior to the students' assessment during the junior year. The 1988 DEAP test administration will mark the first effectiveness measure of curriculum modifications/improvements. The district intervention plan is outlined below:

A. Over a four-year period new curriculum will be developed, stressing basic skill areas.

   1) Develop and implement English and Math curriculum for tenth graders and American History for eleventh graders during the 1986-87 school year.

   2) During the 1986-87 school year, similar revision of academic programs will be conducted for eleventh graders and updating the new ninth and tenth grade curriculum guides.

   3) The eleventh and twelfth grade curriculum will also be revised during the subsequent two years.

B. Administer alternate CTBS form to all ninth graders during the spring in order to make appropriate program and placement decisions.

C. Continue operation of resource centers by adding a satellite program at the Paul M. Hodgson Vocational High School.

  1) Utilize Chapter I and Basic Skills resources to remediate language and math deficiencies for high-risk students.

  2) Utilize Instructional Services Division to train teaching staff in the development of appropriate techniques to meet specific instructional needs.

D. Continued operation of remedial and enrichment summer school program. Course offerings will include all basic skill areas.

E. Incorporation of study skills program unit as part of ninth grade exploratory program.

F. Disseminate to staff test data which will enable them to diagnose and remediate specific student needs.

G. Utilize state tracking numbers to identify and expedite needed services to bottom quartile incoming students.

RED CLAY CONSOLIDATED SCHOOL DISTRICT

DISTRICT RED CLAY CONSOLIDATED

STUDENTS: Regular and Special Education Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	49.8	56.1	54.9	55.9	52.8	54.7	53.9	54.3	53.5
Language		61.3	65.0	55.9	56.4	61.2	57.6	56.6	60.0
Mathematics	57.7	66.8	61.4	58.1	60.3	62.4	57.1	57.1	56.7
Total Battery		60.6	62.3	56.6	55.5	60.3	56.4	55.7	58.1
Science									55.3
Social Studies									55.6

SCHOOL Alexis I. duPont High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									60.0
Language									63.0
Mathematics									64.8
Total Battery									63.9
Science									63.1
Social Studies									60.9

SCHOOL John Dickinson High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									53.9
Language									63.0
Mathematics									57.0
Total Battery									60.4
Science									53.9
Social Studies									56.3

SCHOOL Thomas McKean High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									52.1
Language									59.4
Mathematics									54.2
Total Battery									56.2
Science									53.4
Social Studies									54.0

DISTRICT Red Clay Consolidated SCHOOL Wilmington High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									42.4
Language									49.4
Mathematics									43.4
Total Battery									45.6
Science									45.2
Social Studies									46.8

SCHOOL Alexis I. DuPont Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				62.7	57.0	59.0	60.7	61.1	
Language				65.3	61.3	62.7	62.7	59.1	
Mathematics				69.0	63.8	68.4	64.6	62.4	
Total Battery				65.4	60.3	64.9	63.3	60.8	
Science									
Social Studies									

SCHOOL Conrad Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							49.1	48.8	
Language							53.9	53.7	
Mathematics							53.4	50.9	
Total Battery							52.0	51.0	
Science									
Social Studies									

SCHOOL H.B. DuPont Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				63.6	61.9	65.5	61.3	61.8	
Language				59.8	62.7	69.9	62.9	62.2	
Mathematics				71.2	75.6	74.5	68.2	66.2	
Total Battery				65.1	66.1	72.0	63.9	62.9	
Science									
Social Studies									

DISTRICT Red Clay Consolidated SCHOOL Skyline Middle

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading							59.0	57.6	
Language							60.4	60.3	
Mathematics							60.1	59.2	
Total Battery							60.2	59.0	
Science									
Social Studies									

SCHOOL Stanton Middle

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading							49.5	52.3	
Language							55.2	53.1	
Mathematics							50.8	56.4	
Total Battery							51.8	52.7	
Science									
Social Studies									

SCHOOL Austin D. Baltz Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	41.6	47.4	47.5	48.1	45.3	43.6			
Language		54.1	59.7	47.6	49.7	49.4			
Mathematics	53.9	58.2	55.0	48.3	53.4	50.2			
Total Battery		51.1	54.8	47.4	48.1	46.9			
Science									
Social Studies									

SCHOOL Forest Oak Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	55.7	56.1	56.7						
Language		60.0	66.8						
Mathematics	56.6	61.9	60.3						
Total Battery		58.2	63.4						
Science									
Social Studies									

DISTRICT Red Clay Consolidated SCHOOL Heritage Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	56.8	65.9	59.8						
Language		71.2	71.1						
Mathematics	64.5	76.1	65.5						
Total Battery		72.1	68.4						
Science									
Social Studies									

SCHOOL Highlands Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	51.8	55.9	54.2						
Language		57.8	62.2						
Mathematics	55.8	65.5	55.9						
Total Battery		58.8	59.3						
Science									
Social Studies									

SCHOOL William Lewis Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	52.3	60.2	63.2						
Language		64.1	71.6						
Mathematics	61.1	72.3	71.1						
Total Battery		66.1	72.3						
Science									
Social Studies									

SCHOOL Marbrook Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	39.1	52.1	55.2	56.9	52.5	53.1			
Language		57.7	63.4	57.4	55.8	66.2			
Mathematics	55.3	60.9	62.1	56.0	62.1	60.7			
Total Battery		55.3	61.8	56.7	55.3	60.7			
Science									
Social Studies									

DISTRICT Red Clay Consolidated SCHOOL Anna P. Mote Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading				55.9	51.3	54.3			
Language				54.9	56.9	60.8			
Mathematics				57.2	62.3	64.6			
Total Battery				56.4	55.4	60.3			
Science									
Social Studies									

SCHOOL Richardson Park Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	48.7	54.6	48.8	46.5	44.4	50.2			
Language		63.1	60.9	50.0	49.4	59.5			
Mathematics	58.8	68.5	56.2	48.2	46.6	58.0			
Total Battery		61.1	55.9	47.7	45.9	55.6			
Science									
Social Studies									

SCHOOL Evan G. Shortlidge Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	51.2	54.5	53.4						
Language		60.6	62.6						
Mathematics	54.9	69.4	64.0						
Total Battery		60.2	61.2						
Science									
Social Studies									

SCHOOL Warner Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading				57.1	54.5	56.0			
Language				57.7	57.2	61.8			
Mathematics				58.5	57.8	61.2			
Total Battery				57.9	56.0	61.0			
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1986

School District RED CLAY CONSOLIDATED SCHOOL DISTRICT

District Superintendent Joseph Johnson
(Signature)

October 30, 1986
Date

II. ANALYSIS OF TEST RESULTS

Specifications:

The Red Clay Consolidated School District test results were analyzed using NCE scores and the combined scores for regular and special education students.

Average NCE scores for the Red Clay Consolidated School District were compared to the national average scores and a cut-off score of 55.0 was used to determine strengths and weaknesses, as used in prior test score analyses for the district.

Strengths:

Average combined scores for Red Clay were higher than national CTBS averages in all subtests except for reading comprehension in grade 1 and grade 5. Averages for total language, total math and total battery were above 55 for all grades.

Except for grade 1, more than 60% of the students scored above the median for each of the major content areas of reading, language and mathematics. In language and mathematics, two-thirds of the students scored above the median.

Red Clay scored above the 55.0 NCE average in both the Science and Social Studies subtests given at grade 11.

Weaknesses:

Using the cut score of 55, the district showed relative weakness in reading at all grades except grade 2.

In grade 1, there were more students scoring in the bottom quartile (25 percentile and below) than last year in reading and mathematics.

Target Groups:

As part of the Red Clay achievement improvement program, three target groups have been identified. The first is the group of regular students scoring in the bottom quartile. The second group is the individual schools whose scores are below the state average and the third group is first graders.

III. EVALUATION OF 1985-86 ACCOMPLISHMENTS

A correlation of district curriculum objectives and objectives of the CTBS has been conducted for grades 1-8 in reading, language and mathematics and continues to be used as a focus for basic skills instruction. Test items have been developed around each objective. These correlation booklets were distributed to subject matter teachers in all elementary and middle schools and new tests devised for those grade levels that receive the same level of the test in two grades.

For the past several years Red Clay Consolidated School District has identified lower quartile scorers as one priority, as well as the annual testing of grade 10 students. High school student testing was identified as a priority because there was no test data available on these students since their participation in the Delaware Educational Assessment Program as eighth graders. Data received were used to identify areas of individual student weakness.

The evaluation of the lower quartile project functions to assure the district that students receiving lower achievement test scores are identified for available special remedial programs, such as Chapter I and Basic Skills programs.

The district plans to continue grade ten spring testing and has continued the Lower Quartile Project.

IV. DISTRICT PRIORITY STATEMENT - 1986-87

Five priority programs have been implemented for 1986-87.

1. The district has implemented a single basal reading series in all schools grades K-8, providing intense inservice programs for teachers with the expectation of a more consistent instructional program in reading being provided to all elementary students. During the first year of implementation a careful monitoring process has been put into place.

2. Sample objective test booklets will again be distributed to all students to monitor progress on district objectives using the multiple choice format.

3. The lower quartile project will be continued. Schools receive an individual performance profile and summary scores for students who scored below the 25th national percentile in any content area.

4. Grade 10 testing will be continued.

5. The first grade program will be reviewed for areas of weakness and possibilities for improvement in all content areas.

6. At each grade, Red Clay has schools scoring among the top five in the state. For those schools, the priority activity is to maintain achievement levels at the established high levels.

These priorities continue to address both a general concern in the district that all students are provided an opportunity to learn the content on which their achievement is being measured and the specific concern that individual students and groups of students in need of supplementary educational opportunities to achieve at an average level are provided those opportunities.

V. PLAN TO REMEDY WEAKNESSES

The long range goal of the district is to provide an appropriate educational program for each student and to ensure maximum achievement for students at all ability levels. Each of the target activities related to student achievement is designed to help meet that goal by identifying specific needs and appropriate educational programs.

The district has adopted a five year plan of goals in 20 areas. One of these is specifically in the area of student achievement. Progress toward specific curriculum goals is also monitored by district and school performance on the statewide achievement test.

To remedy identified weaknesses, the efforts of many individuals are necessary:

- °The Planning, Research and Evaluation Division of the Department of Public Instruction has provided individual student profiles for students in the lower quartile.
- °Inservice Assistance has been provided by both the Instructional Division and the Planning, Research and Evaluation Division of the Department of Public Instruction to identify areas for instructional and curriculum improvement.
- °The Board of Education filled instructional coordinator positions in reading, English, mathematics, social studies, science, practical arts and fine arts to work to systematically improve the instructional program.

°Additional test reports have been purchased at district expense to provide additional information for teachers and administrators.

The district views the information received from the testing program as invaluable in monitoring our success in maintaining and improving achievement across the grades at individual school and district levels.

File: 11-60

1986 CTBS

NORM-REFERENCED ANALYSIS
SUMMARY OF STRENGTHS AND WEAKNESSES
CUT SCORE OF 55
Regular and Combined Students

	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
Word Attack	-	++	++									
Reading Vocabulary		++		+		+	-	-				
Reading Comprehension	-	++			-		++	+				
Total Reading	-	++		+	-							
Spelling		++	++			++	++	++			++	
Language Mechanics		++	++	++	++	++	++				++	
Language Expression	+	++	++	++		++	++	++			++	
Total Language		++	++	++	++	++	++	++			++	
Math Computation		++	++	++	++	++	++	++			++	
Math Concepts	++	++	++	++	++	++	+					
Total Math	++	++	++		++	++	++	+			++	
Total Battery		++	++	+	+	++	+	+			++	

+ Indicates a Strength

− Indicates a Weakness

SEAFORD SCHOOL DISTRICT

DISTRICT SEAFORD

STUDENTS: Regular and Special Education Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	51.5	54.5	52.7	56.2	51.0	51.0	52.6	52.9	52.6
Language		60.7	65.9	58.2	56.6	56.6	54.5	56.6	58.9
Mathematics	59.9	69.1	63.5	64.7	62.7	57.4	54.6	55.7	54.3
Total Battery		60.6	62.4	59.1	55.1	55.1	53.8	54.5	56.2
Science									56.8
Social Studies									56.9

SCHOOL Seaford Senior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									52.6
Language									58.9
Mathematics									54.3
Total Battery									56.2
Science									56.8
Social Studies									56.9

SCHOOL Seaford Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading						51.0	52.6	52.9	
Language						56.6	54.5	56.6	
Mathematics						57.4	54.6	55.7	
Total Battery						55.1	53.8	54.5	
Science									
Social Studies									

SCHOOL Frederick Douglass Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				56.2	51.0				
Language				58.2	56.6				
Mathematics				64.7	62.7				
Total Battery				59.1	55.1				
Science									
Social Studies									

DISTRICT Seaford

SCHOOL Seaford Central Elementary

Content Areas	1	2	3	4	5	6	7	8	11
	Grades								
Reading	45.4	50.5	51.9						
Language		55.1	66.3						
Mathematics	56.2	65.0	62.5						
Total Battery		55.4	61.9						
Science									
Social Studies									

SCHOOL West Seaford Elementary

Content Areas	1	2	3	4	5	6	7	8	11
	Grades								
Reading	57.4	57.9	53.1						
Language		65.7	65.6						
Mathematics	63.6	72.6	64.0						
Total Battery		65.3	62.7						
Science									
Social Studies									

SCHOOL

Content Areas	1	2	3	4	5	6	7	8	11
	Grades								
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL

Content Areas	1	2	3	4	5	6	7	8	11
	Grades								
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1986

School District Seaford

District Superintendent Russell F. Knorr
(Signature)

October 29, 1986
Date

Analysis of Test Results

The change in test forms made analysis more difficult this year. Nonetheless, district and individual school 1986 results on the Comprehensive Test of Basic Skills Total Battery showed Seaford exceeding the norms of the national sample at all grade levels in all schools. Further, district scores in Total Reading, Total Language, Total Math, Science, and Social Studies also exceeded national norms.

Seaford is not, however, satisfied with its results. Extensive analysis of all results has been conducted by content area, by sub-test, by objective, and by item for grade, school, classroom, and individual strengths and weaknesses. The results of this analysis have been shared publicly with the Board of Education, with professional staff, and with parents.

In the analysis, combined scores were used, and the mean, median, top quartile, and bottom quartile were examined. In addition, district, school, grade, and classroom results were scrutinized comparing the percentage of correct responses from Seaford children with the state averages. Further individual analyses are being utilized to attend to individual and group prior learning deficiencies.

In general, Seaford is relatively pleased with mathematics results, especially in grades one through five. Some weaknesses remain in geometry and measurement at upper grades.

Progress has been noted in the language area — especially in mechanics. Some problems are present with middle grade spelling objectives.

The greatest weakness noted is in reading with severe relative weaknesses in vocabulary ("unfamiliar words," especially). Grades one at Central Elementary and grades three through eight and eleven district-wide show relatively unsatisfactory results in the area of reading.

Evaluation of 1985-86 Priorities

In concert with Seaford's four priority goals for 1985-86, eleven specific activities were planned and implemented to address relative performance weaknesses in content areas related to the CTBS. The Seaford School District is commited to long term, consequential improvement in teaching, in learning, and in the educational program; however, the district recognizes that such improvement will not and cannot be seen immediately. In fact, significant program changes often result in short term, apparent score drops while the organization adjusts to and implements the changes. Though Seaford did not see any significant score drops — in fact language scores reflected the increased writing emphasis — consequential score improvements are yet to be seen. Nonetheless, all of the activities were implemented, and the district's goals relative to communication skills, study skills, and social studies should help to provide the foundation for continuing educational improvement. The district will need to continue the long term emphasis and to persist in the implementation of comprehensive plans.

District Priorities

The Seaford Board of Education has adopted the following priority goals and continuing goals for the 1986-87 school year:

Priority Goals

1. To implement the training phase of the "Delaware Agenda for School Improvement" model.
2. To foster teaming efficiency and effectiveness among new and returning administrators.
3. To implement the decision of the Board of Education regarding the renovation and/or expansion of the district's elementary schools.
4. To prepare for the monitoring component of the Delaware School Improvement Process.

Continuing Goals

1. To continue to improve student behavior and student self-esteem.
2. To continue to improve student performance in communications and language expression.
3. To continue to improve student's higher-level thinking and problem-solving skills.

Further, individual buildings, grade levels and departments have adopted priorities; many of these relate directly to student achievement improvements.

Plans to Remedy Weaknesses

The Seaford School district will work very hard to improve the achievement of its students. Emphasis is being placed upon improvement efforts at each individual school, department, and grade. While the district will closely monitor the activities, it is recognized that the real changes now to be made are at the classroom level. Among the specific activities related to CTBS basic skills improvement are:

1. New Language Arts materials purchased, based on pilot studies.
2. Implementation of new objectives guides matching texts, prerequisite competencies, and tested areas.
3. Further grade and subject test analysis with Department Chairpersons.
4. Continued implementation of Research for Better Schools model.
5. Continued use of reorganized reports.
6. Pilot studies using pre and post class results.
7. Heavy emphasis on curriculum monitoring.
8. Implementation of the Delaware "Agenda."
9. Staff development and possible mini-units on vocabulary and reading comprehension.
10. Careful attention to achievement of Special Education students.

Mean NCE	Top Quarter %
Median NCE	Bottom Quarter %

1986 District
Summary of Strengths and Weakness

	GRADES								
	1	2	3	4	5	6	7	8	11
Word Attack	+ + + +	+ + + +	+ + + +						
Reading Vocabulary	+ + + +	+ + + +	+ − + +	+ + + +	+ + + −	− + − +	− + − +	− + + +	− + − +
Reading Comprehension	+ + − −	+ + + +	+ + + +	+ + + +	+ − − +	+ + + −	+ + + +	+ + + +	+ + + +
Total Reading	+ + + +	+ + + +	+ − + +	+ + + +	+ + − +	+ − − +	+ − + +	+ + + +	+ + + +
Spelling		+ + + +	+ + + +	+ + + +	+ − + +	+ + + +	+ − − +	+ + + +	+ + + +
Language Mechanics		+ + + +	+ + + +	+ + + +	+ + + +	+ − + +	+ + + +	+ + + +	+ + + +
Language Expression	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +
Total Language		+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +
Math Computation	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +
Math Concepts & Applic.	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ − + +	+ + + +	+ + + +
Total Math	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +
Total Battery		+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +	+ + + +
Reference Skills				+ + + +	+ + + −	+ + + +	+ + + +	+ + + +	− − + +
Science									+ + + +
Social Studies									+ + + +

SMYRNA SCHOOL DISTRICT

DISTRICT SMYRNA

STUDENTS: Regular and Special Education Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	54.3	55.4	55.4	57.1	54.3	51.6	49.9	52.2	50.6
Language		59.9	63.9	57.4	55.4	57.7	52.2	53.8	55.7
Mathematics	62.8	66.0	64.0	61.9	64.3	56.9	57.7	57.7	56.2
Total Battery		59.0	62.8	58.5	56.9	55.9	52.2	53.8	54.5
Science									56.2
Social Studies									56.1

SCHOOL Smyrna High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									50.6
Language									55.7
Mathematics									56.2
Total Battery									54.5
Science									56.2
Social Studies									56.1

SCHOOL Smyrna Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading						51.6	49.9	52.2	
Language						57.7	52.2	53.8	
Mathematics						56.9	57.7	57.7	
Total Battery						55.9	52.2	53.8	
Science									
Social Studies									

SCHOOL Clayton

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	59.6	59.2	56.4	57.6	54.8				
Language		66.6	65.5	57.3	57.0				
Mathematics	63.7	68.0	59.5	54.4	62.3				
Total Battery		63.9	62.5	56.6	57.0				
Science									
Social Studies									

DISTRICT Smyrna SCHOOL Smyrna Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	51.0	52.7	54.3	57.1	55.0				
Language		56.1	61.6	56.9	53.7				
Mathematics	65.4	65.2	67.2	63.5	67.2				
Total Battery		56.1	62.3	59.0	57.2				
Science									
Social Studies									

SCHOOL Smyrna North Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	55.1	55.6	56.5	56.7	52.6				
Language		59.3	66.1	58.1	56.3				
Mathematics	57.9	65.3	63.6	66.2	62.1				
Total Battery		58.6	64.0	59.6	56.5				
Science									
Social Studies									

SCHOOL

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1986

School District	Smyrna
District Superintendent	(Signature)

September 2, 1986
Date

ANALYSIS OF TEST RESULTS

The following table provides a comparison of Smyrna's Mean NCE scores based upon the deviation from the State's Mean NCE scores. (NOTE: Smyrna scores were above the National Average in all categories.) The scores reported are those for regular and special students combined. (Deficient)

Grade	Total Reading	Total Language	Total Mathematics	Total Battery
1	1.7	-	4.1	-
2	(1.6)	(3.3)	(2.3)	(1.2)
3	0.4	(2.1)	1.0	(0.5)
4	1.1	(0.1)	1.8	0.9
5	1.6	(2.0)	2.6	0.9
6	(3.8)	(2.1)	(4.7)	(3.1)
7	(2.1)	(3.6)	0.7	(3.1)
8	(1.6)	(1.7)	1.6	(0.5)
11	(1.5)	(1.3)	0.9	(1.2)

The areas of strength remain in grade 1 and mathematics. The identified areas of greatest need are Language Arts in all grades and Reading in the upper grades 7 - 11.

PRIORITIES FOR 1985-86

* The continuing priority of the Smyrna District is to increase student achievement to the State average or better.

* The second priority of the Smyrna District is to improve classroom instruction. This priority acknowledges the fact that learning occurs in the classroom. Therefore, the classroom is where efforts to improve learning will be focused.

* The third priority of the Smyrna District is the continued development of a documented and articulated curriculum (K-12). The district is dedicated to the philosophy that a sound documentation and articulated curriculum is necessary for the continued educational development of our students.

Accomplishments for 1985-86:

The district did not reach its ongoing priority; however, efforts are continuing to secure success of this goal. The district has implemented a new Language Arts program (K-12) which was chosen through an extensive evaluation process involving teachers and administrators. It is the district's intent to integrate these materials into the ongoing curriculum documentation process.

Improved classroom instruction is not a static process; however, the district has made great strides forward in this process. Twelve teachers have been involved in an ongoing training process with the principals. The district has hired outside consultants to work with the staff. In addition, eight of the district's twelve administrators have received additional training beyond that set forth by the state and held within the district. The Smyrna School District remains dedicated to the goal of improving classroom instruction. During the 1986-87 school year, the district is serving as the Kent County Pilot for the new State Observational/Evaluation Instrument.

PRIORITIES FOR 1985-86 (cont'd.)

The deveopment of a documented and articulated curriculum (K-12) is progressing well. The working model for the disciplines of Language Arts and Social Studies was developed during summer 1986 workshops. The model which was constructed by the teachers under the guidance of the principals and central office will provide for ongoing curriculum development.

DISTRICT PRIORITY STATEMENT 1986-87 SCHOOL YEAR

The Smyrna School District priorities are continued and merit restating:

* The first priority of the Smyrna District is the continued development of a documented and articulated curriculum (K-12). The district is dedicated to the philosophy that a sound documentation and articulated curriculum is necessary for the continued educational development of our students.

* The second priority of the Smyrna District is to improve classroom instruction, through observations performed in a positive collegare manner.

* The third priority of the Smyrna District is to increase student achievement to the State average or better.

PLAN TO REMEDY WEAKNESSES

The Smyrna School District is firmly committed to priorities one and two. By accomplishing these priorities, the third priority shall be obtained. The district plans to use inservice and early dismissal days to focus on instructional techniques and curriculum development. The ongoing efforts and dedication of all involved will provide for success.

WOODBRIDGE SCHOOL DISTRICT

DISTRICT WOODBRIDGE

STUDENTS: Regular and Special Education Combined

Content Areas	1	2	3	4	5	6	7	8	11
	Grades								
Reading	51.4	52.8	51.1	55.3	51.9	50.5	49.4	49.2	43.7
Language		60.9	61.6	55.4	54.4	55.1	51.2	49.0	46.3
Mathematics	56.8	63.1	61.6	54.9	58.7	60.0	50.7	49.2	43.7
Total Battery		58.2	59.8	55.4	54.0	54.9	50.6	48.8	44.7
Science									46.7
Social Studies									50.0

SCHOOL Woodbridge Senior - Junior High

Content Areas	1	2	3	4	5	6	7	8	11
	Grades								
Reading							49.4	49.2	43.7
Language							51.2	49.0	46.3
Mathematics							50.7	49.2	43.7
Total Battery							50.6	48.8	44.7
Science									46.7
Social Studies									50.0

SCHOOL Woodbridge Elementary

Content Areas	1	2	3	4	5	6	7	8	11
	Grades								
Reading	51.4	52.8	51.1	55.3	51.9	50.5			
Language		60.9	61.6	55.4	54.4	55.1			
Mathematics	56.8	63.1	61.6	54.9	58.7	60.0			
Total Battery		58.2	59.8	55.4	54.0	54.9			
Science									
Social Studies									

SCHOOL

Content Areas	1	2	3	4	5	6	7	8	11
	Grades								
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1986

School District WOODBRIDGE SCHOOL DISTRICT

District Superintendent ______________________
(Signature)

October 23, 1986
Date

PREFACE

The Woodbridge School District Administration have reviewed the Spring 1986 CTBS results. The attached report was prepared and presented to the Woodbridge School District Board of Education. This presentation was made on October 21, 1986 in an open board meeting. The report is attached and contains the information requested for the Legislative Report in the order desired.

This report is the basis for action during the 1986-87 school year to correct the weaknesses identified.

Introduction

The Woodbridge School District, as required by law, took part in the State of Delaware testing program. This program uses the California Test of Basic Skills published by McGraw Hill Publishing Company. Results are prepared by the publisher and distributed by the Delaware Department of Public Instruction. Individual student results were sent home at the close of school in June. District summaries were published, with some flair and fanfare, by the local newspapers. Attached are several pages of statistical information relative to the results. Included also are summaries of Woodbridge School District strengths, weaknesses, and a plan of action to improve the educational process.

Comments

Page three compares the 1986 combined scores and regular student scores. Combined scores are those of regular and special education students. As would be expected, the regular only student scores are higher than the combined scores.

Pages four and five offer a six year comparison of scores in reading and mathematics for the Woodbridge School District. Again, scores are NCEs and a national average of 50.0. Generally, in grades one to six there has been a general increase in scores with some peaks and valleys. This is to be expected as classes and conditions vary. There appears to be more variance in scores at grades seven, eight, and eleven. Regular student scores at grades seven, eight, and eleven are much better than the combined scores. The continued attendance of a large percentage of special education students is a major factor in these results.

WOODBRIDGE SCHOOL DISTRICT

TESTING REPORT

Spring 1986 Testing Period

CTBS - State Program

	READING		MATH	
GRADE	REGULAR	COMBINED	REGULAR	COMBINED
1	54.0	51.4	59.0	56.8
2	56.4	52.8	66.5	63.1
3	55.6	51.1	65.9	61.6
4	58.6	55.3	59.8	54.9
5	54.1	51.9	61.1	58.7
6	56.0	50.0	66.8	60.0
7	54.1	49.4	55.3	50.7
8	57.7	49.2	57.1	49.2
11	47.5	43.7	48.1	43.7

The regular score is above the combined score by 2.2 to 8.5 NCEs.

The usual difference is 4 NCEs.

NAT = 50

WOODBRIDGE SCHOOL DISTRICT

TESTING REPORT

Spring 1986 Testing Period

CTBS - State Program

Six Year Comparison

COMBINED

	READING						MATH					
	81	82	83	84	85	86	81	82	83	84	85	86
1	51.3	53.2	56.9	47.1	44.0	51.4	57.9	61.1	66.2	53.8	47.8	56.8
2	47.1	50.3	64.3	58.3	54.6	52.8	55.7	55.3	69.6	63.0	63.3	63.1
3	50.1	52.6	56.1	49.6	53.5	51.1	54.7	57.6	64.7	59.9	57.6	61.6
4	49.8	51.3	52.0	53.9	53.8	55.3	52.6	53.6	54.5	57.7	58.3	54.9
5	51.9	51.8	59.1	47.3	48.8	51.9	49.9	55.4	60.7	56.6	52.5	58.7
6	51.4	54.6	57.8	49.6	53.9	50.5	53.4	54.7	54.7	52.8	60.8	60.0
7	49.5	51.4	55.5	47.6	48.2	49.4	54.0	52.5	53.3	49.8	47.3	50.7
8	51.7	51.3	52.2	49.3	51.9	49.2	53.9	56.7	50.9	50.3	48.0	49.2
11	50.0	52.4	47.4	51.5	48.6	43.7	47.2	49.9	50.7	50.2	45.6	43.7

WOODBRIDGE SCHOOL DISTRICT

TESTING REPORT

Spring 1986 Testing Period

CTBS - State Program

Six Year Comparison

REGULAR ONLY

	READING						MATH					
	81	82	83	84	85	86	81	82	83	84	85	86
1	55.0	54.1	57.8	51.6	47.3	54.0	56.7	61.9	66.8	58.2	51.4	59.0
2	57.2	55.5	65.7	62.3	62.8	56.4	61.1	58.8	75.5	65.8	70.6	66.5
3	62.0	56.3	58.9	52.6	57.2	55.6	70.3	61.8	67.1	63.1	61.7	65.9
4	54.9	59.2	58.5	61.3	57.2	58.6	61.4	60.5	55.6	64.5	61.7	59.8
5	53.9	55.9	69.5	50.8	53.2	54.1	49.4	59.1	69.6	61.0	57.8	61.1
6	55.7	58.6	62.5	56.1	56.3	56.0	58.9	58.1	58.4	61.0	64.2	66.8
7	55.3	57.0	58.6	51.2	54.4	54.1	58.7	57.9	56.9	53.4	53.3	55.3
8	55.5	56.2	56.8	53.6	57.7	57.7	57.4	61.4	56.6	55.4	53.5	57.1
11	52.4	55.5	51.0	54.2	52.3	47.5	49.5	52.6	54.4	52.2	48.8	48.1

Review

Strengths

1. The Woodbridge School District has an impressively low drop-out rate. This indicates that students want to further their education and not quit as they do at much higher rates in other districts.

2. A large percentage of special education students are identified and serviced by the Woodbridge School District. This percentage remains high throughout all grade levels.

3. The per-pupil expenditure has increased over the last six years so that the Woodbridge average is at the midpoint on the state scale.

4. The Woodbridge School District scores are above the national average in seventy-five percent of the areas tested.

5. There has been a general increase in the scores in grades one to six during the last six year period. Some peak and valley activity has been noted during this time as classes vary.

6. Students who have attended Woodbridge School District for their entire schooling do better than the district average and better than the national average.

7. When all objectives at all tested grades are considered, the following is evident:

Combined Scores	26% are above the state score
	56% are between state and national scores
	18% are below the national average
Regular Scores	39% are above the state score
	53% are between state and national scores
	8% are below the national average.

Weaknesses

1. A general weakness in reading skills is evident in grades seven, eight, and eleven.
2. A weakness in language skills is evident in grades eight and eleven.
3. A weakness in mathematics skills is evident at grades eight and eleven.
4. Science appears as a weakness at grade eleven.
5. A one year reading decline occurred in grades two, three, and six.
6. Certain objectives appear weak at some grades.

PLAN OF ACTION

1. "Reorganized Class Lists" be secured from the Department of Public Instruction for diagnostic purposes. Each teacher can identify and remediate weak areas with current students from last year's test.

2. Publishers will be required to supply teacher editions of texts by June for purchases made for the next school year. Publisher supplied inservice will also be required on major text adoption.

3. Curriculum review will be done in reading/language skills and science at grades seven to eleven for the purpose of identifying and rectifying weak areas. Some course content on emphasis need to be adjusted in these areas.

4. The mathematics program and requirements have been changed. However, the positive effects of these changes have not yet reached the eleventh grade. The additional mathematics requirements will be evaluated as more classes move through school.

5. A test taking skills program will be implemented in grades one to eleven to familiarize students with techniques for test taking. The purpose is to lessen the anxiety of the test situation.

6. Emphasis on the basic skills program will continue with the added element of emphasis on new enrolling students to assist their adjustment to their new situation. Remediation assistance or diagnostic testing can be elements of this program.

7. The implementation of aptitude testing has begun for grades two through eleven. With the testing, students' aptitudes can be determined and programs/curriculum adjustments considered.

   The implementation of CTBS testing at grades nine and ten has also begun. This will give consistent achievement testing from grades one to eleven.

   The combination of achievement testing and aptitude testing will allow for determination of student success in relation to their own abilities. Underachievers can be identified and instructional assistance offered.

APPENDIX A

TABLE 3
PERCENT CORRECT*
READING
SPRING 1986
(Regular and Special Education Students Combined)

	Grades								
Category	1	2	3	4	5	6	7	8	11
Objective	DE/NAT	DE/NAT	DE/NAT	DE/NAT	DE/NAT	DE/NAT	DE/NAT	DE/NAT	DE/NAT
WORD ATTACK									
Initial Consonant	91/86								
Final Consonant	83/74								
Cluster/Digraph Words	88/80	97/94							
Sight Words	86/81	92/85							
Median Vowels	70/62	80/68	80/59						
Diphthongs/Variant Vowels		63/49	67/50						
Syllables/Roots/Affixes		82/67	88/66						
Compounds/Components		86/74	83/70						
Contractions			77/61						
READING VOCABULARY									
Oral Categories/Words	70/59								
Oral Definitions/Words	82/74								
Same Meaning	71/60	80/67	74/68	74/64	67/61	76/71	65/60	72/67	67/67
Unfamiliar Words in Context	78/68	83/73	88/80	80/74	80/72	88/81	71/61	78/69	75/73
Multimeaning Words			78/68	79/69	62/56	71/66	62/57	70/65	65/58
Missing Words in Context				66/64	65/63	77/72	66/64	73/71	69/72
Meaning of Affixes				78/69	77/67	82/75	69/69	74/75	74/75
READING COMPREHENSION									
Sentence Meaning	83/78								
Passage Details	53/49	81/73	77/74	74/64	65/63	73/71	70/62	75/69	68/67
Character Analysis	62/57	73/62	78/71	78/69	74/72	80/78	72/64	77/72	85/85
Main Idea		71/58	72/66	79/69	72/67	80/74	69/59	74/67	78/75
Generalizations		64/52	80/74	72/62	73/68	79/75	66/59	72/67	78/78
Written Forms			85/56	75/62	70/65	78/72	63/54	70/62	68/64
Writing Techiques				78/72	53/51	63/58	67/64	73/72	69/65

* This table shows the percent correct for students in Delaware (DE) compared to the percent correct for the students in the national sample (NAT).

TABLE 4
PERCENT CORRECT*
LANGUAGE
SPRING 1986
(Regular and Special Education Students Combined)

Category Objective	Grades 1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
LANGUAGE MECHANICS									
CAPITALIZATION									
Pronoun I/Nouns/ Adjectives		81/62	84/63	79/71	79/65	82/69	59/51	66/56	72/64
Beginning Words/ Titles		90/76	92/76	72/54	56/42	63/48	59/57	64/62	62/62
PUNCTUATION									
Period/Question Mark/ Exclamation Point/ Comma		82/70	87/63	73/65	69/61	76/66	69/61	73/65	69/65
Quotation Marks				69/52	71/62	79/69	84/72	87/76	
Colon/Semicolon									59/47
PUNCTUATION AND CAPITALIZATION									
Editing Skills				76/64	73/64	80/69	59/56	63/61	72/65
LANGUAGE EXPRESSION									
USAGE									
Nouns	86/80	93/85	67/59	57/63					
Pronouns		93/83	93/72	91/84	93/88	95/91	65/58	66/61	48/40
Verbs	69/60	81/72	92/82	86/78	74/69	78/74	78/72	81/76	75/72
Adjectives/Adverbs	78/69	85/73	88/67	87/77	75/72	82/77	81/71	85/76	89/84
SENTENCE STRUCTURE									
Sentence Patterns	84/76	93/82							
Sentence Formation	69/58	86/74	80/62	64/47					
Sentence Recognition				79/65	81/69	86/74	82/65	85/71	70/60
PARAGRAPH ORGANIZATION									
Sentence Combining				81/71	79/73	85/78	69/59	74/64	79/71
Topic Sentence				69/56	63/54	71/60	65/50	71/56	78/66
Sequence				77/65	75/68	82/73	70/62	76/68	73/69
Clarity					70/62	77/68	71/62	77/68	74/66
Types of Writing Style							69/57	76/64	69/63

---

* This table shows the percent correct for students in Delaware (DE) compared to the percent correct for the students in the national sample (NAT).

TABLE 5
PERCENT CORRECT*
MATHEMATICS
SPRING 1986
(Regular and Special Education Students Combined)

Category	Grades								
	1	2	3	4	5	6	7	8	11
Objective	DE/NAT	DE/NAT	DE/NAT	DE/NAT	DE/NAT	DE/NAT	DE/NAT	DE/NAT	DE/NAT
MATHEMATICS COMPUTATION									
Add Whole Numbers	78/72	90/78	81/68	75/68					
Add Decimals/Fractions				73/63	70/56	77/69	68/52	76/65	76/74
Subtract Whole Numbers	83/80	91/80	74/62	76/68					
Subtract Decimals/Frac.				68/59	74/50	84/67	65/74	74/61	79/76
Multiply Whole Numbers			81/67	77/67	77/62	85/77			
Multiply Decimals/Frac.					55/50	69/63	60/44	71/56	67/59
Divide Whole Numbers			80/62	74/64	74/61	84/77			
Divide Decimals/Frac.							64/52	73/62	68/66
Integers							37/36	53/46	70/57
Algebraic Expressions									64/47
Exponents or Percents									61/50
MATHEMATICS CONCEPTS AND APPLICATIONS									
Numeration	85/73	79/68	80/70	75/65	72/59	80/69	61/53	71/64	76/75
Number Sentences			78/66	78/66	69/60	77/71	69/67	76/76	69/60
Number Theory			75/65	80/71	71/61	80/70	68/56	76/68	70/65
Problem Solving	76/61	82/64	80/64	80/72	67/61	76/72	67/56	72/65	67/65
Measurement		81/64	82/69	81/69	70/62	77/71	58/54	66/65	52/46
Geometry		87/71	82/67	76/64	64/54	72/63	71/63	78/73	67/63
Measurement/Geometry	81/68								

* This table shows the percent correct for students in Delaware (DE) compared to the percent correct for the students in the national sample (NAT).

TABLE 6
PERCENT CORRECT*
SCIENCE
SPRING 1986
(Regular and Special Education Students Combined)

Category Objective	Grade 11 DE/NAT
Botany	62/56
Zoology	78/74
Ecology	77/68
Physics	67/61
Chemistry	72/63
Land/Sea/Space	67/66

TABLE 7
PERCENT CORRECT*
SOCIAL STUDIES
SPRING 1986
(Regular and Special Education Students Combined)

Category Objective	Grade 11 DE/NAT
Geography	69/72
Economics	70/62
History	78/69
Political Science	76/66
Sociology	65/56
Interdisciplinary	72/60

* This table shows the percent correct for students in Delaware (DE) compared to the percent correct for the students in the national sample (NAT).

APPENDIX B

NAME
TEACHER
SCHOOL
DIST/SCHOOL CODE:

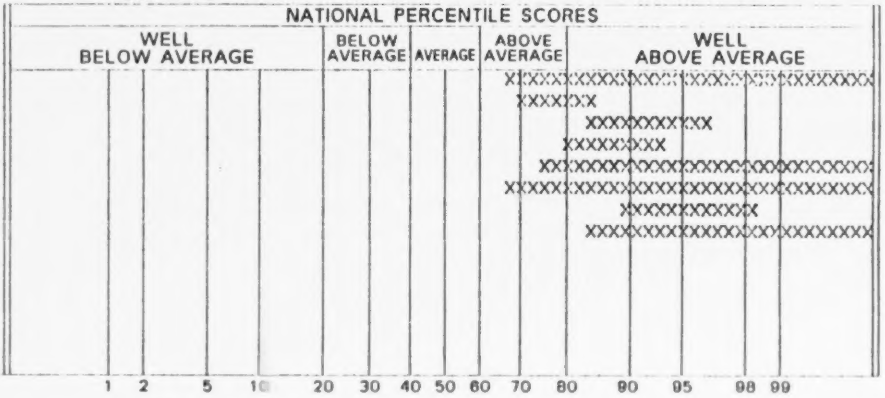
DISTRICT
CITY/STATE
RUN DATE
STUDENT ID:

FORM/LEVEL U/C
GRADE
TEST DATE

STUDENT TEST REPORT

035503
035501

	DP	SP	NP
WORD ATTACK	91	88	* 90
VOCABULARY	70	64	77
COMPREHENSION	90	88	92
TOTAL READING	82	78	85
LANGUAGE EXPRESSION	91	88	* 95
MATH COMPUTATION	92	90	* 93
MATH CONCEPTS & APPL.	88	85	95
TOTAL MATH	92	91	97



DP = DIST PERCENTILE
SP = STATE PERCENTILE
NP = NATIONAL PERCENTILE

SCORE CODES
A - NO VALID AMOUNT
X - NO SCORE AVAILABLE
* - MAX/MIN SCORE POSSIBLE FOR LEVEL

INTERPRETATION OF SCORES

NORMS

THIS STUDENT'S TEST PERFORMANCE MAY BE COMPARED WITH THAT OF THE NATIONAL NORM GROUP BY REFERRING TO THE NATIONAL PERCENTILE COLUMN (NP) ABOVE. THE 50TH PERCENTILE INDICATES THE NATIONAL AVERAGE. IN TOTAL READING THE STUDENT'S ACHIEVEMENT WAS BETTER THAN APPROXIMATELY 85 PER CENT OF THE NATION'S 1ST GRADERS; IN LANGUAGE, BETTER THAN APPROXIMATELY ** PER CENT; IN TOTAL MATHEMATICS, BETTER THAN APPROXIMATELY 97 PER CENT.

(**) THIS STUDENT HAS NO NATIONAL PERCENTILE SCORE ON TESTS MARKED BY TWO ASTERISKS.

OBJECTIVES

CONTENT AREAS INCLUDED IN CTBS ARE INDICATED AS FOLLOWS: READING (R), SPELLING (SP), LANGUAGE (L), MATHEMATICS (M), REFERENCE SKILLS (RS).

THE STUDENT IS STRONG IN SKILLS RELATED TO:

IDENTIFYING INITIAL CONSONANT SOUNDS (R), IDENTIFYING FINAL CONSONANT SOUNDS (R), IDENTIFYING SOUNDS OF CLUSTERS OR DIGRAPHS (R), UNDERSTANDING THE MEANING OF SENTENCES (R), USE OF NOUNS (L).

DEAR PARENT:

THIS IS A REPORT OF YOUR CHILD'S TEST RESULTS IN THE BASIC SKILLS OF READING, LANGUAGE ARTS, AND MATHEMATICS. THESE TESTS WERE RECENTLY GIVEN TO ELEMENTARY AND SECONDARY SCHOOL STUDENTS IN DELAWARE. RESULTS OF THESE TESTS WILL BE USED BY TEACHERS TO PLAN BETTER INSTRUCTION IN YOUR SCHOOLS.

SINCERELY,

William B Keene

WILLIAM B. KEENE
STATE SUPERINTENDENT
STATE DEPARTMENT OF PUBLIC INSTRUCTION

EXPLANATION OF SCORES

THIS REPORT SHOWS YOU HOW WELL YOUR CHILD DID ON THIS YEAR'S TESTS. YOUR CHILD IS COMPARED TO OTHER STUDENTS IN THE SAME GRADE WHO TOOK THE TESTS IN YOUR DISTRICT, IN THE STATE AND THROUGHOUT THE NATION.

THE SUBJECTS TESTED ARE LISTED ON THE LEFT SIDE OF THE CHART. THE PERCENTILE SCORES ARE THE PERCENTAGES OF STUDENTS IN YOUR DISTRICT, STATE OR NATION WHO SCORED BELOW YOUR CHILD ON EACH TEST.

ON THE RIGHT SIDE OF THE CHART, THE ROWS OF X'S SHOW HOW WELL YOUR CHILD DID ON THE TESTS AS COMPARED TO OTHER STUDENTS THROUGHOUT THE NATION. YOUR CHILD'S NATIONAL PERCENTILE SCORES ARE WITHIN THE RANGE INDICATED BY THE ROWS OF X'S.

DELAWARE
EDUCATIONAL
ASSESSMENT
PROGRAM

QUARTER MONTH:
CTB ID =

NAME:
TEACHER:
SCHOOL:
DISTRICT:

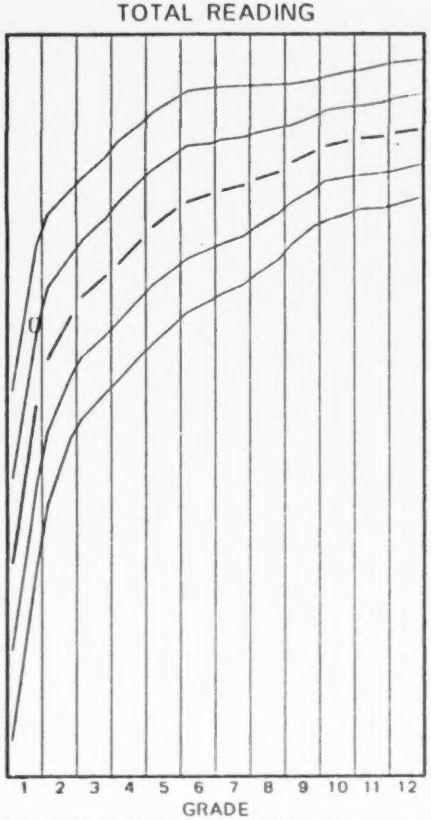
CTB I.D.:
GRADE:
RUN DATE:
STATE:

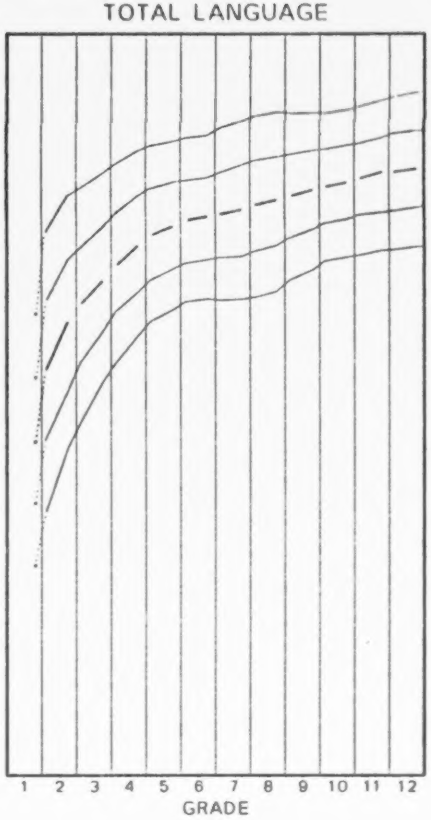
STUDENT PROGRESS REPORT

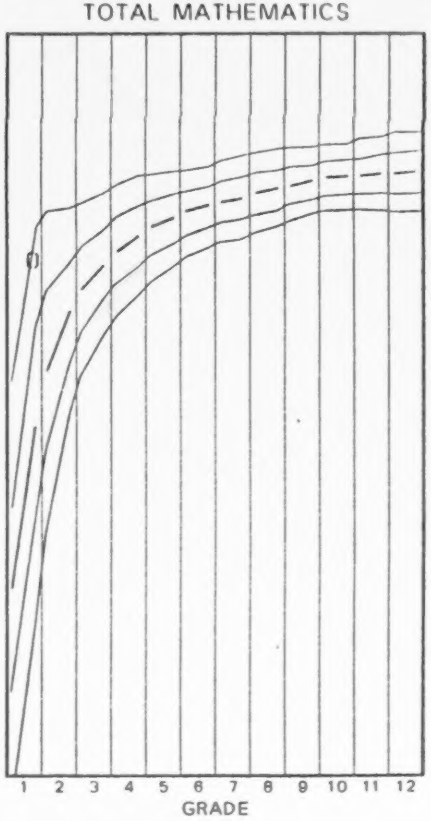
034

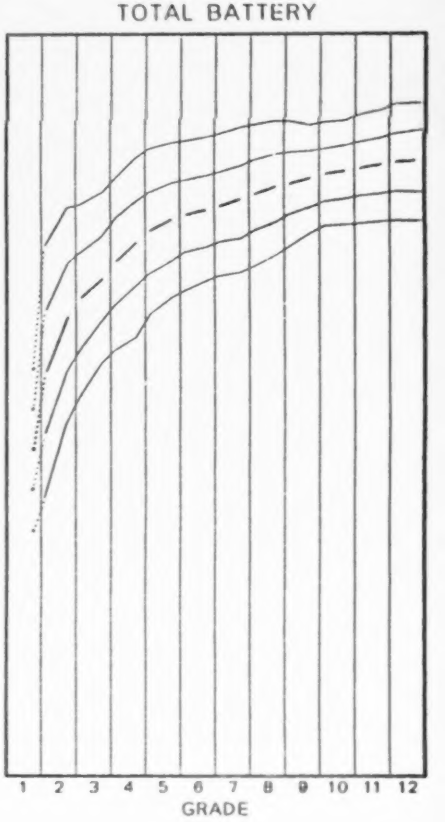
DIST/SCH CODES:
STUDENT ID:

QTR MTH:

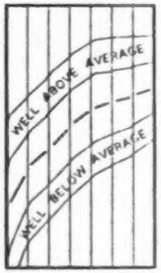

TOTAL READING


TOTAL LANGUAGE


TOTAL MATHEMATICS


TOTAL BATTERY

O =YOUR CHILD'S ACHIEVEMENT LEVEL



NATIONAL AVERAGE SCORE RANGE

THIS PAGE IS DESIGNED TO SHOW GRAPHICALLY HOW WELL YOUR CHILD DID ON THE COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS) FOR SEVERAL YEARS. YOUR CHILD'S TOTAL ACHIEVEMENT SCORES ARE SHOWN ONLY IF HE OR SHE TOOK EACH PART OF THE TEST.

YOUR CHILD'S ACHIEVEMENT LEVELS ARE SHOWN BY AN *O* FOR EVERY GRADE IN WHICH HE OR SHE TAKES THE CTBS. IF THE *O* 'S ARE IN THE SHADED AREA, THEN YOUR CHILD SCORED WITHIN THE RANGE OF AVERAGE SCORES FOR THE TEST. IF THE *O* 'S ARE ABOVE THE SHADED AREA, THEN YOUR CHILD SCORED WELL ABOVE THE NATIONAL AVERAGE FOR THE TEST. IF THE *O* 'S ARE BELOW THE SHADED AREA THEN YOUR CHILD SCORED WELL BELOW THE NATIONAL AVERAGE FOR THE TEST.

THE *O* 'S SHOW THE PROGRESS YOUR CHILD HAS MADE IN RELATION TO THE NATIONAL AVERAGE. THE *O* 'S ARE NOT AS EXACT AS THE SCORES ON THE STUDENT TEST REPORT (PAGE 1)

SEE YOUR CHILD'S PRINCIPAL, COUNSELOR, OR TEACHERS FOR MORE INFORMATION ABOUT YOUR CHILD'S ACHIEVEMENT PROGRESS.

DELAWAR
EDUCATION
ASSESSME
PROGRAM